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ABSTRACT

A project was conducted to adapt competency-based model graduate programs for preparing occupational educational administrators to local conditions and participant needs at Northern Illinois University. (The program was originally developed by Southern Illinois University [SIU]/Carbondale and Illinois State University [ISU].) The programs have been used as a basis for a seminar guide in the General Administrative program for Opportunities Fellows, a post-training evaluation instrument, and a comprehensive internship program. Consultations were held between project developers and members of the SIU and ISU staffs. Other project objectives formulated and achieved were competency-based training, fee waiver, $300 monthly stipend for fifteen fellows in the 1977-78 academic year, and participation by all fellows in a planned joint general administrative entitlement program. Future objectives which are currently being addressed include the placement of trainees by September, 1978, updating of needs for vocational administrators through 1980, provision of a data base and characteristics of vocational administration, and dissemination of program information. Appendixes contain (1) a directory of New Opportunities in Vocational Education participants, (2) administrative certificate course requirements, (3) project publicity materials, (4) a detailed formative evaluation report, and (5) the summative evaluation report. (CSS)

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ED164824

EPDA 553 Project Final Report

NEW OPPORTUNITIES IN VOCATIONAL EDUCATION

Year Two of the Project

1977 - 1978

Educational Administration Center
Department of Leadership and Educational Policy Studies
College of Education
Northern Illinois University

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Frederick P. Frank, Project Director
Conard L. White, Associate Project Director
Muriel Mackett-Frank, Formative Evaluator
Joseph Ellis, Summative Evaluator
Shirley Hesslau, Assistant Director
Connie Scott, Administrative Assistant

CE 018 594

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Project Number: RDE-B8-523

Grant Number:

Project Title: New Opportunities in Vocational Education

Grantee Organization: Northern Illinois University

Project Director: Frederick P. Frank

Period Covered: July 1, 1977 to June 30, 1978

I. Accomplishments During the Period of July 1, 1977 to June 30, 1978

Project Objective 1: Use and adapt to local conditions at NIU and Project participants' needs the Southern Illinois University at Carbondale and Illinois State University developed competency-based model graduate programs for preparing occupational educational administrators

The competency based programs developed at our sister institutions in Illinois in years previous to the onset of the New Opportunities Program in 1976 have provided the core of the special curricular activities of the project:

(a) The programs have served as a guide to course content for the Problems in Educational Administration Seminar (LEEA 550) which has been incorporated into the General Administrative entitlement program of each New Opportunities Fellow.

(b) The competency statements generated by the SIU/Carbondale and ISU programs have been incorporated into the New Opportunities formative evaluation design for 1977-78 as a basis of a post training evaluation instrument. (see Appendix D)

(c) A comprehensive internship has been created for the program participants which is based largely on procedures and past practices of the programs developed at our sister institutions.

(d) The Project Director and other project staff have consulted both formally and informally with project personnel from our sister institutions and with Illinois Office of Education personnel so that both the spirit and procedures of previous projects have been incorporated into the New Opportunities program.

Project Objective 2: Provide a variety of learning experiences through the Illinois Competency Based Models, field and internship experiences, and course-work sufficient for program participants to attain 159 competencies necessary to administrative leadership in vocational education

The New Opportunities in Vocational Education Project has provided competency based training for 15 persons for the 1977-78 academic year. Fellows joining the project at mid-year will show a partial achievement of project objectives. (See Appendix A for a listing of Project participants.)

Project Objective 3: Provide stipends of $300 per month and the waiver of tuition for 15 program participants

Fifteen project fellows have received $300 per month plus the tuition waiver during the 1977-78 academic year.

Project Objective 4: Qualify program participants for State of Illinois Level 1 general supervisory administrative endorsement or a Level 2 administrative endorsement issued by the Illinois Teacher Certification Board

All fellows participated in a planned joint general administrative entitlement program made up of coursework in educational administration and coursework in their own department (Home Economics, Industry & Technology, or Business Education) or majored in Educational Administration.

Project Objective 5: Place participants in occupational education leadership positions by September 1978

Project fellows have prepared or are preparing placement papers with the Northern Illinois University Career Planning and Placement Center and have interviewed or are now preparing to interview for new positions during the coming months. Representatives from the Placement Center met with the Fellows as a group on October 28, 1977 and with Fellows on an individual basis during 1977-78. Project fellows have met with area administrators in a number of settings and discussions of future placement have been part of the formal or informal agenda of each of these meetings.

Project Objective 6: Project updated needs for vocational administrators through 1980 and Project Objective 7: Provide a data base and characteristics of vocational administrators

These objectives are being met through a modified Delphi Study which will be completed during the 1978-79 project year.

Project Objective 8: Publish and disseminate to interested persons in Illinois a range of documents and brochures which will describe the program generated at NIU under DAVTE sponsorship

One hundred copies of this final report will be supplied to DAVTE.

Additional Accomplishments

Steps Toward Institutionalization of the Program: Steps towards institutionalizing the commitments espoused by the New Opportunities in Vocational Education Project continue to be taken and are being built on past traditions of cooperation (see Administrative Certificate Course Requirements, Appendix B). Inter-departmental coordinating activities have progressed under the able work of our designated departmental coordinators and other interested professors. The following professors have played a key role in making the New Opportunities Program a success: Professor Helen Winsor, Home Economics; Professor Edward Harris, Business Education; Professor Conard White, Industry & Technology; Professor Lloyd Leonard, Educational Administration Graduate Program Advisor; Professor Cornelius Patterson, Assistant Dean, College of Education and Dean's Staff Liaison; Professor Nancy Knapp, Educational Administration Staff Liaison; and Professor Muriel Mackett-Frank, Special Education Staff Liaison.

Impact: The impact of the New Opportunities in Vocational Education Program Fellows on Departments over a two year period is still to be fully measured. However, at this point it can be safely said that their impact has been significant. For instance, the participation of Ms. Hesslau as an assistant project director with some planning and coordinating duties made a contribution to the Educational Administration Faculty

reorganization of the clinical experiences component of its program. The increasing acceptance of females and minorities in leadership training situations can be attributed in part to the presence of project fellows. The project director has been invited to become a member of a University wide Task Force which has as its mission the recruitment of greater numbers of minority and female graduate students. A comprehensive analysis of Project accomplishments is contained in Appendix D, Formative Evaluation Report and Appendix E, Summative Evaluation Reports.

II. Major Activities and Events

During the 1977-78 academic year, project participants engaged in a variety of activities aimed at three fundamental goals:

(1) To upgrade the professional skills of the participants in the areas of vocational education, educational administration and supervision, and subject matter specialization

(2) To "open the eyes" of the participants in regard to the world of vocational education and administrative roles

(3) To develop a self-awareness and actualization toward future roles in a traditionally white middle class, male environment of the educational administrator

Each participant was enrolled in several graduate level courses at Northern Illinois University. Included among these were the following:

LEEA 500 (formerly 551) "School Organization and Administration: Principles, Concepts, and Structures"

This 3 semester hour course is aimed at developing an awareness and understanding of the social, political and behavioral bases

for school administration and is required of all graduate students seeking the general administrative endorsement. General topics covered in the course included school law, finance, planning, and local, state and national educational service delivery systems.

LEEA 501 (formerly 556) "School Organization and Administration: Programs and Practices"

This 3 semester hour course is aimed at providing students with a basic knowledge of how school systems actually work. The course is designed to provide applications of the content of LEEA 500.

LEEA 550 (formerly 553) "Problems in School Administration"

This 3 semester hour seminar was conducted on a regular basis exclusively for project participants. Included in the individual projects and discussions were interviews with practicing administrators, presentations by resident professors and project staff, and roundtable discussions concerning problems, trends, programs, and organization of vocational education.

Subject Matter Specialty Coursework

Each participant was enrolled in one or more graduate courses in his/her subject matter specialty. These included coursework in professional education, technical subjects, or other courses required by the participant's major department for completion of a graduate degree.

A second major learning experience in which participants took part centered around the on-site visitations of area occupational education programs conducted by the Program Approval and Evaluation Unit of DAVTE. During each four-day evaluation visit the New Opportunities Fellows actively took

part in interviewing school personnel and students, report writing, and the summary conference held at the conclusion of the visitation. Insights gained through this experience included:

(1) An understanding of the administration of occupational education at the state and local level

(2) An understanding of occupational programs and their relationship to state priorities

(3) A first-hand glance at problems typical of those found in occupational education programs at the local level

(4) An understanding of the everyday role of the occupational education administrator

(5) An understanding of how local occupational programs in Illinois are planned, conducted, approved, funded, and evaluated

On-site visitations in which participants served as team members are listed in Appendix D, Attachment 2.

In order to provide a wide variety of contacts with practicing administrators, several field trips were conducted. This experience provided an opportunity for the practicing administrator to "open up" and share some of the "real" problems and opportunities of their profession. It was felt that by entering the administrator's "turf" a better "feel" of the situation might be perceived by the participants. Field trips to a variety of educational settings were conducted. These included occupational education programs in comprehensive high schools, area vocational centers, and community colleges. Local educational agencies visited during 1977-78 are listed in Appendix D, Attachement 2.

A fourth major activity involved enrolling project participants in various

University and State sponsored workshops and professional association meetings. These activities are also listed in Appendix D, Attachment 2.

III. Problems

1. Interdisciplinary and cooperative programs do not always run smoothly and Year Two of the New Opportunities Project was no exception. Project fellows have been testing the boundaries of previous cooperative agreements but problems in this area have been minor. In addition, there is no question that females and minorities must continually test existing norms in order to gain acceptance. At this point any difficulties have been resolved satisfactorily through the outstanding cooperative efforts of all parties involved and by some good hard work by Departmental coordinators and project fellows.
2. Admitting fellows for the Fall Semester was especially difficult because the Project was funded after districts had closed down for the summer making communication with potential fellowship candidates difficult. The Office of the Graduate School remains cooperative and facilitated in every possible way the rapid processing of papers and credentials so that entry into standard graduate programs for all candidates was possible. This process which usually takes months has often been completed in weeks. Admissions problems at the Departmental level were sometimes equally difficult but a cooperative spirit on the part of the Departmental administrators and coordinating professors greatly facilitated the task. Without

question, a spirit of Affirmative Action has permeated the response of all persons involved.

3. Because of the short period of time between the awarding of the contract for the New Opportunities Program and the onset of classes for Fall Semester, fellowships were awarded for both Fall and Spring Semesters. This procedure has continued to pressure the management capacity of the Project staff. Fellows, some of whom were admitted in the Fall or Spring of 1976-77 were actually proceeding on four different project training tracks during the 1977-78 Project Year. A more inclusive accounting of the problems encountered in the Program is contained in Appendices D and E, Formative and Summative Evaluation Reports.

IV. Publicity

The New Opportunities Project has disseminated approximately three thousand pieces of recruitment literature during 1977-78 within the State of Illinois. Brief articles have appeared in area newspapers and employment bulletins in Chicago and other cities. (See Appendix C)

V. Dissemination Activities

In August 1977 the Project Director and Professor Mackett-Frank presented a joint paper on the New Opportunities Project at the 1977 Annual Conference of Professors of Educational Administration held in Eugene, Oregon, as part of a Conference General Session on future trends in educational administration called "Minorities in Educational Administration - The Next Ten Years: Problems and Prospects."

Information about the New Opportunities Project has been published in Communicator, EPD Consortium D, Vol. 4, Number 4, May, 1978. The project has been listed in The Ohio State Center for Vocational Education Exemplary Projects List. Copies of the 1976-77 Final Report have been distributed to DAVTE/IOE and to the following off-campus persons in response to their request for information:

Ms. Dorothy Bray
St. Cloud Area Vocational Technical Institute
St. Cloud, MN

Mr. David Clemmer
State College, PA

Dr. Jack Culbertson, Executive Director
University Council for Educational Administration
Columbus, OH

Ms. Judy Cusick
Washington, DC

Ms. Janet M. Fassan
Union Springs Central School
Union Spring, NY

Ms. Marlene Grady, Specialist
OEO
State of West Virginia
Charleston, WV

Ms. Janice I. Hazeltine
Cornell University
Ithaca, NY

Dr. John R. Hoyle
Texas A & M University
College Station, TX

Ms. Millie Huff
Equal Vocational Opportunity
State of Tennessee
Nashville, TN

Ms. Allison L. Jackson
Somerset County Vocational Technical Schools
Bridgewater, NJ

Mr. Norman Lederer
Washtenaw Community College
Ann Arbor, MI

Ms. Rebecca Lubetkin, Project Director
Training Institute for Sex Desegregation
Douglas College
New Brunswick, NJ

Dr. Charlotte L. McCall
Auburn University
Auburn, AL

Ms. Carol Nelson, Coordinator
Education Equality in Vocational Education
Bismarck, ND

Mr. Robert E. Norton
Center for Vocational Education
Ohio State University
Columbus, OH

Ms. Beverly W. Postlewaite, Sex Equity Administrator
Commission for Vocational Education
Washington State
Olympia, WA

Ms. Marcy Schuley
Kansas State University
Vocational Education Research Project
Manhattan, KS

Ms. Ella Stotz, Supervisor for Equality in Vocational Education
Division of Vocational Technical Education
State of South Dakota
Pierre, SD

Ms. Marie Tarbell
State Department of Education
Division of Vocational Technical Education
Baltimore, MD

VI. Data Collection and Evaluation Plans and Procedures Reports

The project has a two fold evaluation design. Both formative and summative evaluation components are designed to be mutually enriching and complementary. Formative evaluation activites had the primary purpose

of protecting the interests of the project trainees from the negative effects of spurious and/or unanticipated variables in the training environment. A second and related purpose was the provision of information required to adjust and fine tune the program to meet emerging training needs. Of course, formative evaluation activities were designed to provide the data which would inform a proposal for the 1978-79 academic year should an invitation to submit a proposal for continued funding be forthcoming from DAVTE. To this end measures of the perceptions of project effectiveness were included. The Formative Evaluation Report is contained in Appendix D.

Summative evaluation services provided were designed to assist the Project staff to assess certain aspects of the impact of the project during the 1977-78 academic year. Measures of impact included Project fellows' reports of self-concept of ability and measures of achievement of occupational education administration competencies. The Summative Evaluation Report is contained in Appendix E.

VII. Staff Employment Utilization

Project resources for staff for the 1977-78 Project year were limited and the evaluation reports show that in some areas we were understaffed. The amount of staff time available was not adequate to train four groups of fellows, a circumstance not anticipated when the Project management plan was created. As a result, all Project management personnel, including evaluation consultants, provided services far beyond what might reasonably be expected. The addition of Graduate Assistant funds

for Ms. Hesslau provided by the Department of Leadership and Educational Policy Studies (Keith Getschman, Chair) helped to provide additional supervision of interns.

VIII. Staff Development

Periodic staff meetings and conferences with and without fellows have contributed to the growing understanding of the duties, complexities, and responsibilities of managing Project activities. The Project has stimulated personal and professional growth for all staff through continued contact with fellows and with other affirmative action materials and concepts. The maintenance of an affirmative action resource mini center has provided development impetus for both staff and fellows.

IX. Participant Characteristics: (following page)

17. PARTICIPANT CHARACTERISTICS:

FOR EDUCATION PROFESSIONS DEVELOPMENT PROGRAMS *(13.503 and 13.504)* PROVIDE THE FOLLOWING DATA FOR PARTICIPANTS:

PARTICIPANTS	AMERICAN INDIAN OR ALASKAN NATIVE		ASIAN OR PACIFIC ISLANDE		BLACK		HISPANIC		ALL OTHERS		TOTALS
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
ADMINISTRATORS					2						2
GUIDANCE COUNSELORS						1					1
TEACHER COUNSELORS											
TEACHER MEDIA SPECIALISTS											
TEACHER TRAINERS											
TEACHERS					3	1				3	7
PARAPROFESSIONALS											
OTHERS *(Specify)* Full time grad student (5) Co-op coordinator (3)						1				7	8
TOTALS											18

(14)

TYPE OR PRINT NAME OF PROJECT DIRECTOR	SIGNATURE OF PROJECT DIRECTOR	DATE
Frederick P. Frank	Frederick P Frank	

Appendix A

Directory of New Opportunities in Vocational Education Participants

NEW OPPORTUNITIES FELLOWS

BOURGEOIS, Margaret G.
521 S. Kenilworth
Oak Park, IL 60304
(312) 848-1890
(312) 641-4741/43 (work)

BRAMSON, Johnny W.
1355 E. 90th Street
Chicago, IL 60619
(312) 721-7449
(312) 641-4808 (work)

BROWN, Goldie
667 Glen Haven Lane
Glen Ellyn, IL 60137
(312) 858-9347
(312) 968-7368 (work)

BURSE, Murion C.
1214 Hague Street
Joliet, IL 60432
(815) 727-4599
(815) 727-6702 (work)

CAMPBELL, Melody
E. Neptune - Room #349
DeKalb, IL 60115
(815) 753-7514

CLAY, L. C.
8939 So. Bishop
Chicago, IL 60620
(312) 239-5813

DOLL, Carol
RR #3
Oregon, IL 61061
(815) 732-7820
(815) 732-6241 (work)

HESSLAU, Shirley
4803 Prince
Downers Grove, IL 60515
(312) 969-5301

HUNSAKER, Mary
75 Hawley Avenue
Dundee, IL 60118
(312) 426-4196
(312) 377-0767 (work)

JERNBERG, Martha
167 S. Clifton Avenue
Elgin, IL 60120
(312) 741-8378
(312) 656-2300 EX 343 (work)

PICKETT, Earnest
5334 So. Maryland
Chicago, IL 60615
(312) 241-5918
(312) PU5-3652 (work)

PITTS, Anne R.
458 W. 115th Street
Chicago, IL 60628
(312) 924-1900 (work)

RADER, Connie
1511 Oak Lane
Sycamore, IL 60178
(815) 895-9593

SEDIK, Laurel
516 James Court
Algonquin, IL 60102
(312) 658-8426

SMITH, Stanford M.
6120 University Ave.
Chicago, IL 60637
(312) DO3-0190
(312) 521-9100 (work)

TRIPLETT, Helen M.
1717 Judy Lane
DeKalb, IL 60115
(815) 758-7318

WAITE, Beverly
7 Golfview
DeKalb, IL 60115
(815) 758-8345
(815) 756-6641 (work)

WILLIAMS, Consuelo
544 E. 86 Place
Chicago, IL 60619
(312) 224-0496
(312) 641-4741/43 (work)

Appendix B

Administrative Certificate Course Requirements

Educational Administration Center
Northern Illinois University
626 College Avenue
DeKalb, Illinois 60115

Non-Profit Organization
U. S. POSTAGE
PAID
Permit No. 120
DeKalb, Illinois

(28)

Northern Illinois University

STUDENT CHECK LIST
ADMINISTRATIVE CERTIFICATE
COURSE REQUIREMENTS

Assistant Superintendents
Elementary School Principals
Secondary School Principals
School Business Managers
Special Education Directors
Vocational Directors

Effective June 10, 1971

NIU

The curriculum plans set forth in this guide are designed to prepare the student for positions in educational administration. Each curriculum provides learning experiences keyed to the following objectives:

1. Depth of knowledge of concepts of organization and administration.
2. Development of competencies in administration.
3. Increasing knowledge of school functions.
4. Understanding and appreciation of education in the American culture.

IT IS A CERTIFICATE REQUIREMENT THAT THE STUDENT COMPLETE AT LEAST A MASTERS DEGREE. IT IS A CERTIFICATE REQUIREMENT THAT ALL CANDIDATES COMPLETE AN APPROVED PROGRAM OF STUDIES.

(29)

Faculty advisors will assist candidates in preparing programs of studies. Check with the area of Educational Administration for information on the school principal and school business manager programs; with the Department of Special Education if interested in the position of special education director; with the Departments of Industry and Technology, Business, or Home Economics for information about the vocational school director.

Telephone Numbers for Assistance
Area Code: 815

Business	753-1665 or 753-1177
Home Economics	753-1196
Industry and Technology	753-1349
School Business Management	753-1276
Special Education	753-1571
Educational Administration	753-1261 or 753-1463
College of Education Advisement Office	753-1541

ASSISTANT SUPERINTENDENTS, PRINCIPALS, AND RELATED POSITIONS

AREA 1 (12 semester hours)

Ed. 551	School Organization & Administration (Principles, Concepts and Structure)
Ed. 556	School Organization & Administration (Programs and Practices)

Select one of the following courses:

Ed. 517	Elementary School Principal
Ed. 522	Junior High School Organization & Problems
Ed. 527	Secondary School Principal

Select one of these courses:

Ed. 533	Organization of Curriculum
Ed. 544	School Business Management
Ed. 553	Problems in School Administration
Ed. 557	Essentials of School Law
Ed. 559	Nature and Theory of Administration
Ed. 572	School-Community Relations
Ed. 654	School Buildings
Ed. 655	School Finance
Ed. 657	School Law
Ed. 673	Administration of Staff Personnel
Ed. 695	Internship

AREA 2 (Non-thesis, 6 semester hours; Thesis, 9 semester hours)

Ed. 503	Introduction to Education Research

Select one of these courses:

Ed. 508	Educational Statistics
Ed. 510	Test Construction and Evaluation
Ed. 528	Survey of Research in Educational Administration
Ed. 546	Practicum in School Business Management
Ed. 563	Standardized Testing
Ed. 599A	Master's Thesis

AREA 3 (6 semester hours)

Select two of these courses:

Ed. 500	Social Foundations of Education
Ed. 501	Psychological Foundations of Education
Ed. 504	Philosophical Foundations of Education
Ed. 505	Historical Foundations of Education

AREA 4 (Non-thesis, 6 semester hours, Thesis, 3 semester hours)

Two courses to be selected from electives in Areas 1, 2, or 3 above or from courses in cognitive disciplines which relate directly to administrative competence (Political Science, Sociology, Communicative Skills, Economics, Anthropology, History, Philosophy, etc.)

NIU

SCHOOL BUSINESS MANAGERS AND SIMILAR POSITIONS

AREA 1 (12 semester hours)

Ed. 551	School Organization & Administration (Principles, Concepts, and Structure)
Ed. 556	School Organization & Administration (Programs and Practices)
Ed. 544	School Business Management

Select one of these courses:

Ed. 533	Organization of Curriculum
Ed. 545	Maintenance and Operations in School Management
Ed. 553	Problems in School Administration
Ed. 557	Essentials of School Law
Ed. 559	Nature and Theory of Administration
Ed. 572	School-Community Relations
Ed. 654	School Buildings
Ed. 657	School Law
Ed. 673	Administration of Staff Personnel
Ed. 695	Internship
Accy. 459X	Introduction to Data Processing Systems
Accy. 541	Accounting, Statement Analysis, Budgeting
Accy. 641	Advanced School Fund Accounting and Budgeting
Mktg. 542	Purchasing and Supply Administration
Bus. Ed. 551	School Office and Personnel Management
Mgmt. 552	Management of Auxiliary Enterprises

AREA 2 (Non-thesis, 6 semester hours; Thesis, 9 semester hours)

Ed. 503	Introduction to Education Research

Select one of these courses:

Ed. 508	Educational Statistics
Ed. 510	Test Construction and Evaluation
Ed. 528	Survey of Research in Educational Administration
Ed. 537	Survey of Research in Curriculum
Ed. 546	Practicum in School Business Management
Ed. 563	Standardized Testing
Ed. 599A	Master's Thesis

AREA 3 (6 semester hours)

Select two of these courses:

Ed. 500	Social Foundations of Education
Ed. 501	Psychological Foundations of Education
Ed. 504	Philosophical Foundations of Education
Ed. 505	Historical Foundations of Education

AREA 4 (Non-thesis, 6 semester hours; Thesis, 3 semester hours)

Two courses to be selected from electives in Areas 1, 2, or 3 above or from courses in cognitive disciplines which relate directly to administrative competence (Political Science, Sociology, Communicative Skills, Economics, Anthropology, History, Philosophy, etc.)

(30)

SPECIAL EDUCATION DIRECTORS AND SIMILAR POSITIONS

AREA 1 (12 semester hours)

Ed. 551	School Organization & Administration (Principles, Concepts and Structure)
Ed. 556	School Organization & Administration (Programs and Practices)
Spec. Ed. 580	Administration & Supervision of Special Education

Select one of the following:

Spec. Ed. 510	Medical Aspects of Mental Retardation
Spec. Ed. 520	Learning Disabilities in Children
Spec. Ed. 550	Needs of Emotionally Disturbed Children
Spec. Ed. 595	Seminar in Special Education
Ed. 533	Organization of Curriculum
Ed. 544	School Business Management
Ed. 553	Problems in School Administration
Ed. 557	Essentials of School Law
Ed. 559	Nature and Theory of Administration
Ed. 572	School-Community Relations

AREA 2 (Non-thesis, 6 semester hours; Thesis, 12 semester hours)

Ed. 503	Introduction to Education Research
Spec. Ed. 509	Educational Diagnostics for Exceptional Children
Spec. Ed. 599	Master's Thesis (for thesis candidates only)

AREA 3 (6 semester hours)

Select two of these courses:

Ed. 500	Social Foundations of Education
Ed. 501	Psychological Foundations of Education
Ed. 504	Philosophical Foundations of Education
Ed. 505	Historical Foundations of Education
Spec. Ed. 511	Educational & Sociological Aspects of Mental Retardation
Spec. Ed. 512	Psychological Aspects of Retardation

AREA 4 (Thesis, 3 semester hours; non-thesis, 6 semester hours)

Two courses to be selected from electives in Areas 1, 2, or 3 above or from courses in cognitive disciplines which relate directly to administrative competence (Political Science, Sociology, Communicative Skills, Economics, Anthropology, History, Philosophy, etc.)

NIU

VOCATIONAL SCHOOL DIRECTORS, PRINCIPALS, ASSISTANT SUPERINTENDENTS, AND RELATED POSITIONS IN AREA VOCATIONAL SCHOOLS, HIGH SCHOOLS OR JUNIOR COLLEGES
PLAN A

AREA 1 (12 semester hours)

Ed. 551	School Organization and Administration (Principles, Concepts and Structure)
Ed. 556	School Organization and Administration (Programs and Practices)
I.T. 608	Administration & Supervision in Industrial Education

Select one of the following:

I.T. 502	Content and Methods of Industrial Education
I.T. 505	Curriculum Construction in Industrial Education
I.T. 532	School Safety Programs
I.T. 535	Seminar in Safety
I.T. 566	Problems in Adult Education
I.T. 606	Programs & Organization of Industrial Education
I.T. 645	Technology in Industrial Education
Ed. 533	Organization of Curriculum
Ed. 544	School Business Management
Ed. 553	Problems in School Administration
Ed. 557	Essentials of School Law
Ed. 559	Nature and Theory of Administration
Ed. 572	School-Community Relations

AREA 2 (Non-thesis, 6 semester hours; Thesis, 9 semester hours)

I.T. 500	Introduction to Graduate Work in Industrial Education

Select one of the following:

Ed. 508	Educational Statistics
Ed. 528	Survey of Research in Educational Administration
Ed. 537	Survey of Research in Curriculum
Ed. 591	Advanced Educational Statistics
I.T. 495	Industrial Computer Programming
I.T. 599	Thesis or Directed Study
I.T. 603	Evaluation in Industrial Education

AREA 3 (6 semester hours)

Select two of these courses:

Ed. 500	Social Foundations of Education
Ed. 501	Psychological Foundations of Education
Ed. 504	Philosophical Foundations of Education
Ed. 505	Historical Foundations of Education
I.T. 602	History and Philosophy of Industrial Education

AREA 4 (Thesis, 3 semester hours; Non-thesis, 6 semester hours)

Two courses to be selected from electives in Areas 1, 2, or 3 above or from courses in cognitive disciplines which relate directly to administrative competence (Political Science, Sociology, Communicative Skills, Economics, Anthropology, History, Philosophy, etc.)

VOCATIONAL SCHOOL DIRECTORS, PRINCIPALS, ASSISTANT SUPERINTENDENTS, AND RELATED POSITIONS IN AREA VOCATIONAL SCHOOLS, HIGH SCHOOLS OR JUNIOR COLLEGES
PLAN B

AREA 1 (12 semester hours)

Ed. 551	School Organization and Administration (Principles, Concepts and Structure
Ed. 556	School Organization and Administration (Programs and Practices)

Select one of the following:

Ed. 526	Workshop in Education: Seminar for Vocational Administration
B.E. 510	Administration & Supervision of Business Education
H.E. 525	Administration & Supervision of Home Economics

Select one of the following:

Ed. 533	Organization of Curriculum
Ed. 544	School Business Management
Ed. 553	Problems in School Administration
Ed. 557	Essentials of School Law
Ed. 559	Nature and Theory of Administration
Ed. 572	School-Community Relations
B.E. 500	Principles and Problems of Business Education
B.E. 518	Improvement of Instruction in Distributive Education
B.E. 519	Problems in Business Communications
B.E. 520	Improvement of Instruction in Stenography
B.E. 523	Methods and Materials in Teaching Basic Business
B.E. 594	Distributive Education in the Post-Secondary School
B.E. 600	Seminar in Business Education
B.E. 610	Curriculum Construction in Business Education
B.E. 640	Business Education in the Post-Secondary School
H.E. 450	Workshop in Home Economics
H.E. 500	Seminar in Home Economics Education
H.E. 520	Curriculum in Home Economics
H.E. 524	Home Economics in the Junior College

AREA 2 (non-thesis, 6 semester hours; Thesis, 9 semester hours)

B.E. 501	Introduction to Research in Business Education
	OR
B.E. 645	Research in Business Education
	OR
H.E. 504	Research Methods

Select one of the following:

Ed. 508	Educational Statistics
Ed. 528	Survey of Research in Educational Administration
Ed. 537	Survey of Research in Curriculum
Ed. 591	Advanced Educational Statistics
B.E. 525	Evaluation and Measurement in Business Education
B.E. 599	Thesis, Directed Research or Independent Study
B.E. 645	Advanced Research in Business Education
H.E. 521	Evaluation in Home Economics
H.E. 599	Thesis

AREA 3 (6 semester hours)

Select two of these courses:

Ed. 500	Social Foundations of Education
Ed. 501	Psychological Foundations of Education
Ed. 504	Philosophical Foundations of Education
Ed. 505	Historical Foundations of Education
B.E. 406	Cooperative Vocational Education

AREA 4 (Thesis, 3 semester hours; Non-thesis, 6 semester hours)

Two courses to be selected from electives in Areas 1, 2, or 3 above or from courses in cognitive disciplines which relate directly to administrative competence (Political Science, Sociology, Communicative Skills, Economics, Anthropology, History, Philosophy, Management, etc.

NIU

Appendix C

Project Publicity Materials

Northern Illinois University

MEMORANDUM

July 26, 1977

TO: Professors in Educational Administration

FROM: Frederick P. Frank FPF

RE: Renewal of New Opportunities in Vocational Education Program

In recent days the 1977-78 contract for renewal of the New Opportunities in Vocational Education Program has been signed with DAVTE/IOE. The program provides $40,500 for fifteen fellowships for the 77-78 academic year and emphasizes providing graduate school training for women and minorities who are currently certified to teach in an Occupational Education area and who seek a general administrative or superintendent endorsement.

Fellowship awards include $2,700 for the academic year and cover tuition (but not fees). Fellowship holders must maintain a full time student status during the academic year and will participate in special project activities including field trips to exemplary occupational education programs, a weekly seminar for project fellows and an internship during the spring semester. We currently have five openings.

I will be grateful if you would take the time to announce the continuation of the New Opportunities Program in your summer classes. Any students who seek further information can see or call me or Connie Scott.

Thank you for your assistance.

FPF:cra

Northern Illinois University
DeKalb, Illinois 60115

Educational Administration Center
815 753 1463

July 28, 1977

Dear Educator:

The Department of Educational Administration and Services at Northern Illinois University is pleased to announce the availability of fifteen graduate fellowships for the 1977-78 academic year for persons who meet State Teacher Certification requirements in one or more areas of vocational and technical education and who wish to pursue full-time study toward administrative endorsement. Emphasis will be placed on preparing women and minority group persons through this program. This training program called "New Opportunities in Vocational Education" is supported by a contract with the Division of Adult, Vocational and Technical Education of the Illinois Office of Education.

Stipends include $300 per month for nine months and tuition (but not fees). Program participants may study at the Masters, Certificate of Advanced Study (C.A.S.), or the Doctoral level (Ed.D.) depending on their level of past training and subject to their admission to the Graduate School. The training program will begin on August 29, 1977. We ask that potential candidates call the Educational Administration Center, Northern Illinois University to express their interest and receive further details. Call Professor Frederick Frank at (815)753-1463.

Very sincerely,

Frederick P. Frank
Associate Professor and
Director
New Opportunities in Vocational
Education

FPF:jc

Northern Illinois University is an Equal Opportunity/Affirmative Action Employer

Northern Illinois University
DeKalb, Illinois 60115

Educational Administration Center
815 753 1463

November 14, 1977

Dear Educator:

The Department of Educational Administration and Services at Northern Illinois University is pleased to announce the availability of seven graduate fellowships for the Spring Semester of the 1977-78 academic year for persons who meet State Teacher Certification requirements in one or more areas of vocational and technical education and who wish to pursue full-time study toward administrative endorsement. Emphasis will be placed on preparing women and minority group persons through this program. This training program called "New Opportunities in Vocational Education" is supported by a contract with the Division of Adult, Vocational and Technical Education of the Illinois Office of Education.

Stipends include $300 per month for four and one-half months and tuition (but not fees). Program participants may study at the Masters, Certificate of Advanced Study (C.A.S.), or the Doctoral level (Ed.D.) depending on their level of past training and subject to their admission to the Graduate School. The training program will begin on January 16, 1978. We ask that potential candidates call the Educational Administration Center, Northern Illinois University to express their interest and receive further details. Call Professor Frederick Frank at (815) 753-1463.

Very sincerely,

Frederick P. Frank
Associate Professor and
Director
New Opportunities in
Vocational Education

FPF:pw

Northern Illinois University is an Equal Opportunity/Affirmative Action Employer

NICE

NORTHERN ILLINOIS COOPERATIVE IN EDUCATION

November 18, 1977

This is to invite you to nominate a future vocational education administrator for possible participation in the New Opportunities in Vocational Education program described on the attached letter. The need to emphasize the training of females and minorities for leadership positions in occupational education is great and we need your help in identifying promising talent. Building principals in your district should have received the letter and may have already shared this announcement with their faculty. I am writing to you because, as a Superintendent you may be able to judge potential leadership qualities from a unique perspective.

Please feel free to contact me for any other information you might need.

Very sincerely,

Frederick P. Frank
Executive Secretary

Encls:
FPF:pw

DIRECT CORRESPONDENCE TO: Northern Illinois Cooperative in Education, Educational Administration Center, NORTHERN ILLINOIS UNIVERSITY, DEKALB, ILLINOIS 60115

NEW OPPORTUNITIES IN VOCATIONAL EDUCATION

An EPDA/DAVTE 553 Project

Frederick P. Frank, Project Director
Conard L. White, Associate Project Director
Educational Administration Center
201 Gabel Hall
College of Education
Northern Illinois University
(815) 753-1463

* * * * *

The New Opportunities in Vocational Education Program provides training in educational administration for persons who meet State Teacher Certification Requirements in one or more areas of vocational and technical education and who wish to pursue full-time study toward administrative endorsement. Emphasis is placed on training women and minority group persons.

* * * * *

Project Activities Include:

- Course Work
- Identification of Needed Competencies
- Seminars with IOE Representatives, DAVTE Project Directors, High School Principals, etc.
- On-Site Visitations
- Association with Practicing Administrators
- Participation in DAVTE Three Phase Evaluations
- Attendance at Professional Conferences and Conventions
- Internships with Practicing Vocational Education Administrators

* * * * *

Benefits to Project "fellows" Include:

- Tuition Support
- $2700 Stipend for Academic Year
- Academic Credit Toward a M.S.Ed., CAS or Ed.D. Degree at NIU
- Awareness of Current Administrative Practices
- Support from Practicing Administrators and Professional Associations
- Knowledge of Vocational Educational Administration
- Placement Assistance
- Completion of General Administrative Entitlement Program OR
- Completion of Superintendent's Entitlement (if the General Administrative Entitlement is already earned)

Illinois Office of Education
VACANCY LIST/1977

CLOSING DATES: December 20, 1977
January 5, 1978

December 6, 1977
Number 77-20

WE HAVE BEEN ASKED TO ADVERTISE THE FOLLOWING POSITIONS:

The Department of Educational Administration and Services at Northern Illinois University is pleased to announce the availability of seven graduate fellowships for the Spring Semester of the 1977-78 academic year for persons who meet State Teacher Certification requirements in one or more areas of vocational and technical education and who wish to pursue full-time study toward administrative endorsement. Emphasis will be placed on preparing women and minority group persons through this program. This training program called "New Opportunities in Vocational Education" is supported by a contract with the Division of Adult, Vocational and Technical Education of the Illinois Office of Education.

Stipends include $300 per month for four and one-half months and tuition (but not fees). Program participants may study at the Masters, Certificate of Advanced Study (C.A.S.), or the Doctoral level (Ed.D.) depending on their level of past training and subject to their admission to the Graduate School. The training program will begin on January 16, 1978. We ask that potential candidates call the Education Administration Center, Northern Illinois University to express their interest and receive further details. Call Professor Frederick Frank at (815) 753-1463.

(NIU)

NORTHERN ILLINOIS UNIVERSITY

The Graduate School

APPLICATION FOR GRADUATE FELLOWSHIP
IN THE "NEW OPPORTUNITIES IN VOCATIONAL EDUCATION" PROGRAM

INSTRUCTIONS: This application must be typed or printed in ink. To be considered for an assistantship a student must have applied for admission or have been admitted to the Graduate School.

1. Application is for ___ First Semester, ___ Second Semester, ___ Summer Session, 19___

2. Department, division or area of specialization in which an assistantship is desired.

3. Social Security Number ☐☐☐ ☐☐ ☐☐☐☐

4. Complete Legal Name ___ Miss ___ Mrs ___ Mr. — Last / First / Middle or Maiden

5. Marital Status ___ Single ___ Married ___ Divorced ___ Widow(er)

6. Date of Birth — Month / Day / Year

7. Place of Birth — City / State / County

8. Mailing Address — Street and Number / City or Town; County / State and Country / Zip Code / Area Code and Tel. No.

9. Permanent Address — Street and Number / City or Town; County / State and Country / Zip Code / Area Code and Tel. No.

10. Draft Classification

11. Military Service and Years

12. List ALL junior colleges, colleges, universities, graduate and professional schools you have attended or are attending, including Northern Illinois University.

Name of each institution attended List in reverse chronological order	City and State	Degrees received or to be received and dates	Major	Minor(s)

13. Previous employment

List each employer, in reverse chronological order	Address City and State	Nature of Position	Dates From	Dates To

14. CERTIFICATION (This application will not be considered unless signed and dated)
I understand that withholding information requested on this application or giving false information may make me ineligible for an assistantship. I certify that the above statements are, to be best of my knowledge, complete and correct.

Signature _____ Date _____

COMPLETED APPLICATION SHOULD BE SENT TO DEPARTMENT OR DIVISION IN WHICH ASSISTANTSHIP IS DESIRED

APPENDIX D

Formative Evaluation Report

Year Two/1977-1978

Illinois Office of Education
Division of Adult Vocational and Technical Education
Administrative Training Grant #44-24596

NEW OPPORTUNITIES IN VOCATIONAL EDUCATION

Formative Evaluation Report
Year Two
1977 - 1978

By

Muriel Mackett-Frank, Ph.D.
Formative Evaluator and Assistant
Professor of Educational Administration

Faculty of Educational Administration
Department of Leadership and Educational Policy Studies
College of Education
Northern Illinois University

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Introduction

This formative evaluation report for year two of the New Opportunities in Vocational Education Project is submitted in accord with the stipulations of the Formative Evaluation Design (Attachment #1). The content of both the design and this report reflects project information needs as defined by the formative evaluator in consultation with other project staff members. The report includes, in order, information on Formative Evaluation Design, Data Summary and Interpretation and Conclusions and Recommendations. Presentations of data and other related materials are included in Attachments #2 through #6. The time frame covered by the report includes the whole of year two of the project, from August, 1977, to June, 1978. The report integrates information gathered during two formative evaluation periods: Mid-Year (August through December, 1977) and Year-End (January through May, 1978).

Formative Evaluation Design

The formative evaluation design for year two of the project (Attachment #1) was developed in Fall, 1977, by the formative evaluator in consultation with other project staff members. The objectives of formative evaluation for year two were as follows:

1. Protection of the interests of project fellows from potentially negative effects of spurious and/or unanticipated variables in the training environment.
2. Provision of formative and summative information for project staff decision making.
3. Provision of record of process and events for both analysis and replication of training.

4. Provision of bases for statements of effectiveness and impact of administrative training provided through the project.

These objectives were consistent with contracted obligations for year two and allowed continuity with evaluation work of year one of the project. The first objective was considered as primary and the others as supportive of the first objective.

Three specific formative evaluation units were identified as appropriate to meet the above objectives:

1. Chronicle of major project events during year two.
2. Assessment of year two project training experiences of fellows.
3. Assessment of year two project administrative internships.

Attachment #1 presents specifications of data sources, methods, responsibility , time frame, and means of reporting for each of these three formative evaluation units (as above). A summary and interpretation of formative evaluation data and conclusions and recommendations follow.

Data Summary and Interpretation

Summaries and interpretation of formative evaluation data for year two will be given to correspond with each of the three formative evaluation units cited above. Attachments #2 through #6 provide presentations of other related materials (see specific references below).

Unit 1. Chronicle of Major Events--During year two, project fellows participated in a variety of training experiences. These experiences were designed to provide the fellows with opportunitites for enrichment and competency development through exposure to relevant information

and experiences and participation in important vocational education administration-related events in the field. Attachment #2 displays a chronicle of major project events for year two. The chronicle includes only those events involving direct participation of fellows. Management, research, and development activities of the project staff are excluded.

As described in the chronicle of major project events (Attachment #2), project fellows participated in a total of fifty-four major training events during year two of the project as follows:

Seven seminar meetings with the project staff at Northern Illinois University.

Eight visitations to vocational education facilities and programs.

Nine conferences related to vocational education administration.

Five visitation and seminar meetings combining tours and explanations of facilities and programs with seminar information exchange and discussion.

Thirteen DAVTE evaluations of vocational education programs.

Twelve internships in vocational education administration.

The participation of fellows in these major training events was on a multiple-track basis. That is, fellows participated either on an individual basis, in small groups, or as a full group of all fellows. This was necessitated by the different interests and experience levels of fellows. Also, during Fall and Spring semesters of year two, there were four distinct groups of fellows with different project training

experiences and needs due to their different semesters of project entry (either Fall 1976, Spring 1977, Fall 1977, or Spring 1978). The net effect was that project training was delivered each semester as three related multiple-track programs to meet the different needs of individuals and entry groups.

Based on informal feedback from vocational educators and administrators in the field as well as project fellows and staff, the major project events (Attachment #2) contributed significantly to the effectiveness of project training during year two. Factors cited in support of the significance of these events included their wide range, diversity, and quality as well as their importance and typicality in vocational education. Also, project fellows tended to give high formal support to the training effectiveness of their participation in these events (see Formative Evaluation Unit 2 and Unit 3 to follow).

Three problems associated with fellows' participation in these events are particularly worthy of note. First, participation of some fellows in these events has been inconsistent due to both conflicts in scheduling with other non-project duties and frequently heavy project and non-project work loads. Second, there has been some limited duplication of events for fellows who have continued in the project over a three semester time period. Third, the management functions required to support fellows' multiple-track project participation (as previously described) have heavily taxed the project's management capability as dictated by conditions of funding.

The occurrence of these problems indicates, respectively, needs for:

1. Clarification of expectations and consideration of

means of facilitating consistent participation of all fellows in project events.

2. Clarification of priorities for scheduling and content of major project events with respect to the needs of new and continuing fellows.
3. Development of project management capability consistent with project management and service delivery needs.

Replication of project events should be weighed in the context of these estimates of their training effectiveness and related problems and needs. Further discussions of project training effectiveness during year two and related problems and needs are presented in Formative Evaluation Unit 2 and Unit 3 and Conclusions and Recommendations to follow.

Project fellows and staff are to be congratulated for an excellent record of achievement during year two of the project as evidenced by their participation in and delivery of this important set of major project events (Attachment #2).

Unit 2. Project Training Experiences--Year two project training experiences of project fellows, including their participation in major project events and coursework, were assessed at mid-year and at year-end by means of a structured open-ended questionnaire (Attachment #3). Questionnaires were completed anonymously by all fellows to assure candid responses. Totals of fifteen mid-year and twelve year-end responses were obtained (Table I). Note that, within these totals, both mid-year and year-end responses were obtained from continuing fellows. Only mid-year responses were obtained from non-continuing fellows. Only year-end responses were obtained from fellows who joined the project at mid-year.

Table I

Profile of Respondents
to Questionnaire on
Formative Evaluation Unit 2
"Project Training Experiences"*

Category of Respondents	Number of Responses In Each Category		
	Mid-Year	Year-End	Total f
Fall 1976 Entrants	3	1	4
Spring 1977 Entrants	8	5	13
Fall 1977 Entrants	4	3	7
Spring 1978 Entrants	-	3	3
Total Responses	15**	12***	27****

* See Attachment #3
** 15 out of 15 possible responses
*** 12 out of 14 possible responses
**** This total includes two responses from each reporting continuing fellow.

The project training experiences questionnaire (Attachment #3) was designed to provide information about fellows' perceptions of the project in eight areas: project management; training experiences; learnings in vocational education administration; administrative strengths developed through training; administrative strength needs; the internship experience; the DAVTE evaluation experience; and overall evaluation of project training. Presentation, summary, and interpretation of data obtained in each of these areas follows. A more extensive treatment of data on the internship experience is presented in Formative Evaluation Unit 3 to follow.

Project Management--Fellows were asked to rate selected aspects and give suggestions for improvement of project management for year two. Ratings of project management are displayed in Table II. Overall ratings at mid-year indicate 87% favorable, 9% neutral, and 4% unfavorable assessments of project management. Ratings at year-end indicate 95% favorable, 2% neutral, and 3% unfavorable assessments. Combined mid-year and year-end ratings indicate 90% favorable, 6% neutral, and 4% unfavorable assessments. Note that three of the five given evaluation statements (#1, #3, and #4) received no unfavorable rating at mid-year, year-end, or in the combined totals. These three statements dealt with overall management and problem solving efforts and success.

While these ratings of project management indicate exceptionally strong support among the fellows, four of the total one-hundred thirty-five ratings indicate the possible presence of a significant though isolated problem area. Two unfavorable and two neutral ratings were given in response to given statement #5 (Table II): "My training has been

Table II

Fellows' Assessment of
Overall Project Management
On Five Predefined Dimensions*

Given Project Management Evaluation Statements*	Frequency of Unfavorable-Neutral-Favorable Responses Expressed on a Three Point Scale**								
	Mid-Year (n=75)			Year-End (n=60)			Total f (n=135)		
	Un-favorable	Neu-tral	Favor-able	Un-favorable	Neu-tral	Favor-able	Un-favorable	Neu-tral	Favor-able
1. In general, I feel that the project has been well run.	-	1	14	-	-	12	-	1	26
2. I have encountered problems in the way the project has been run.	2	1	12	2	-	10	4	1	22
3. The project staff always makes an effort to solve project management problems for the fellows.	-	1	14	-	-	12	-	1	26
4. The project staff is usually successful in solving project management problems for the fellows.	-	3	12	-	1	11	-	4	23
5. My training has been seriously hurt because of problems in the way the project is run.	1	1	13	-	-	12	1	1	25
Total f	3	7	65	2	1	57	5	8	122
Total %	4%	9%	87%	3%	2%	95%	4%	6%	90%

(40)

* Presentation of responses to subquestions #1 - #5 as in Attachment #3.

** Raw "Disagree - Agree" ratings (five point scale)are expressed here as "Unfavorable-Neutral-Favorable" ratings for clarity.

seriously hurt because of problems in the way the project was run." It now appears that these ratings may reflect two fellows' perceptions that absence of affirmative action in coursework has seriously hurt their training. This matter is now and will continue to be clarified and remediated to the extent possible.

Also, fellows' volunteered suggestions for improvement of project management (Table III) include both procedural and substantive comments which indicate the need for the staff to examine and remediate where appropriate project communication, advisement, scheduling, internship, contact between fellows and director, non-project work roles of fellows, and controls over fellows' participation in project events.

Training Experiences--Fellows were asked to rate selected aspects and identify problems in their training experiences. Ratings of training experiences are displayed in Table IV. Overall ratings at mid-year indicate 76% favorable, 17% neutral, and 7% unfavorable assessments of training experiences. Ratings at year-end indicate 85% favorable, 10% neutral, and 5% unfavorable assessments. Combined mid-year and year-end ratings indicate 80% favorable, 14% neutral, and 6% unfavorable assessments. Note that given evaluation statements #1 and #2 (Table IV) dealing with satisfaction with and quality of training received no unfavorable ratings throughout.

These ratings also indicate strong support among fellows for project training experiences. However, eight out of the total of one-hundred eighty-nine ratings of training experiences indicate the possible presence of two important problem areas. First, five unfavorable ratings to given statements #3 and #4 (Table IV) indicate again the need to clarify and remediate possible problems in

Table III

Fellows' Volunteered Suggestions for Improvement in Project Management*

Suggestions for Improvement in Project Management	Frequency of Responses	
	Mid-Year	Year-End
1. Seminar extended to second semester.	1	-
2. Project administrators speak to school administrators before internships.	1	-
3. Chicago classes for Chicago Fellows; two classes simultaneously.	1	-
4. All Fellows full-time students with day classes.	1	-
5. Project Managers prioritize courses for Fellows.	1	-
6. More guidance and counseling about course selection.	-	1
7. More early orientation for new Fellows on how they fit into program.	-	1
8. More one-to-one contact between Fellows and Director or Associate Director.	1	-
9. Lines of communication better defined, more direct communication, eliminate "middle man."	1	-
10. More management time by director.	-	1
11. More management control over Fellows participation (withholding of stipends, etc.).	-	1
12. Positive comments in lieu of suggestions.	2	2
13. No response.	6	7

* Presentation of responses to subquestion #6 as in Attachment #3.

Table IV

Fellows' Assessment of
Project Training Experiences
On Seven Predefined Dimensions*

Given Project Training Experience Evaluation Statements*	Frequency of Unfavorable-Neutral-Favorable Responses Expressed On a Three Point Scale**								
	Mid-Year (n=105)			Year-End (n=84)			Total f (n=189)		
	Un-favorable	Neu-tral	Favor-able	Un-favorable	Neu-tral	Favor-able	Un-favorable	Neu-tral	Favor-able
1. On balance, I have been very satisfied with my project training.	-	2	13	-	-	12	-	2	25
2. The training that I have received through the project has been generally of high quality.	-	1	14	-	-	12	-	1	26
3. I feel that I have been discriminated against during training because of my sex or race.	1	-	14	1	-	11	2	-	25
4. Any discrimination against me was done by someone other than a project staff member.	1	8	6	2	4	6	3	12	12
5. I have learned too little about vocational education administration through my project training.	2	4	9	1	-	11	3	4	20
6. Most of my training problems have been with the project rather than with the specific program in which I am enrolled.	2	2	11	1	2	9	3	4	20
7. The internship and/or DAVTE evaluation was the best learning experience to date in my learning through the project.	1	1	13	-	2	10	1	3	23
Total f	7	18	80	5	8	71	12	26	151
Total %	7%	17%	76%	5%	10%	85%	6%	14%	80%

* Presentation of responses to subquestions #7 - #13 as in Attachment #3.
** Raw "Disagree - Agree" ratings (five point scale) are expressed here as "Unfavorable-Neutral-Favorable" ratings for clarity.

discrimination (see again ratings of project management, Table II). Second, three unfavorable ratings to given statement #5 (Table IV) regarding learnings in vocational education administration indicate the need to examine and possibly enrich the content of project seminars and other major events.

Also, fellows' volunteered identifications of problems in training experiences (Table V) include again both procedural and substantive comments which indicate the need for the staff to continue to monitor and improve internship arrangements, affirmative action past the point of project entry, advisement, and the content of project programs.

Administrative Learnings--Fellows were asked to rate their current and entry levels of competence on seventeen given statements of vocational education administration competency. Ratings of current levels of competence are displayed in Table VI. Overall ratings at mid-year indicate that 54% of ratings of current competence were high (4 and 5 on a five point scale), 34% were mid range (3 on a five point scale) and 12% were low (1 and 2 on a five point scale). Ratings at year-end indicate that 66% of ratings of current competence were high, 25% mid range and 9% low. Combined mid-year and year-end ratings indicate that 89% of all ratings were in the mid to high range while 11% were in the low range. Note that there was a substantial increase in the percentage of higher ratings (4 and 5 on a five point scale) at year-end as compared to mid-year.

Fellows' ratings of current and entry levels of competence were compared in order to obtain measures of fellows' perceptions of growth in levels of competence on the given seventeen aspects of vocational

Table V

Fellows' Volunteered
Identifications of
Training Problems*

Training Problems Identified	Frequency of Responses	
	Mid-Year	Year-End
1. Need to have been able to visit internship school and complete administration courses before internship.	1	-
2. Need to learn how to write proposals for federal and state funds.	1	-
3. Need to have list of agencies, books, resources related to vocational education.	1	-
4. Need more time for internship experience (during summer school?).	1	-
5. Need "defined" program of internship.	1	-
6. Need more whole-hearted cooperation of principal for participation in project.	1	-
7. Need solution of problems with home department and course requirements.	1	-
8. Need training in curriculum development.	1	-
9. Need exposure and confidence in all vocational areas.	2	-
10. Need special help in courses for all fellows who have little or no experience in administration and supervision.	1	-
11. Need better communication on DAVTE evaluations.	1	1
12. Need to build network of resources.	1	1
13. Need doctoral level competence in Finance, Law and Curriculum.	1	1
14. None or no response.	4	10

* Presentation of responses to subquestion #14 as in Attachment #3.

Table VI

Fellows' Assessments of
Current Levels of Competence
on Seventeen Predefined Dimensions
of Vocational Education Administration*

Given Statements of Vocational Education Administration Competency*	Frequency of Ratings of Current Levels of Competence Expressed on a Five Point Scale														
	Mid-Year (n=255)					Year-End (n=204)					Total f (n=459)				
	(Low) 1	2	(Mid) 3	4	(High) 5	(Low) 1	2	(Mid) 3	4	(High) 5	(Low) 1	2	(Mid) 3	4	(High) 5
1. General knowledge of all the areas of vocational education.	-	-	4	8	3	-	-	1	7	4	-	-	5	15	7
2. Theoretical or conceptual approaches to management.	-	-	4	9	2	-	-	4	6	2	-	-	8	15	4
3. Current issues related to vocational education administration.	-	2	4	6	3	-	-	1	5	6	-	2	5	11	9
4. Research in general or vocational education administration.	1	1	5	6	2	-	1	5	4	2	1	2	10	10	4
5. Administrative problem solving.	-	-	6	7	2	-	-	2	8	2	-	-	8	15	4
6. Personnel administration.	-	1	4	7	3	-	-	2	8	2	-	1	6	15	5
7. Finance and Business Administration.	-	3	7	3	2	-	5	5	1	1	-	8	12	4	3
8. Management of vocational education facilities.	-	-	12	2	1	-	1	5	5	1	-	1	17	7	2
9. Planning.	-	2	5	6	2	-	-	3	7	2	-	2	8	13	4
10. Transportation.	2	3	4	4	2	-	4	5	2	1	2	7	9	6	3
11. Program development.	1	1	3	7	3	-	-	2	6	4	1	1	5	13	7
12. Evaluation of program.	-	-	5	6	4	-	-	2	7	3	-	-	7	13	7
13. Evaluation of teachers.	-	2	2	8	2	-	-	1	7	4	-	3	3	15	6
14. Supervision of instruction.	1	2	3	8	1	-	1	4	4	3	1	3	7	12	14
15. Support service management.	1	3	5	4	2	1	2	3	6	-	2	5	8	10	2
16. Educational law.	-	3	9	1	2	1	3	4	3	1	1	6	13	4	3
17. Vision of yourself as a competent administrator.	-	-	5	7	3	-	-	2	8	2	-	-	7	15	5
Total f	6	24	87	99	39	2	17	51	94	40	8	41	138	193	79
Total %	2%	10%	34%	39%	15%	1%	8%	25%	46%	20%	2%	9%	30%	42%	17%

* Presentation of fi[illegible] of responses to subquestions (item #31 [illegible] Attachment [illegible]

education administration. Ratings of degree of competency growth are displayed in Table VII.

Overall ratings at mid-year indicate that, on a five point scale (0 to 4), 15% of ratings were no growth, 73% 1 or 2 growth points, and 12% 3 or 4 growth points. Ratings at year-end indicate that 7% of ratings were no growth, 74% 1 or 2 growth points, and 19% 3 or 4 growth points. Combined mid-year and year-end ratings indicate 11% no growth, 73% 1 or 2 growth points, and 16% 3 or 4 growth points. Note that there was an increase in the percentage of 3 or 4 growth point ratings at year-end as compared to mid-year.

In addition to these overall very favorable ratings of current levels and growth in competency, data displayed in Tables VI and VII are of interest and importance in two other respects. First, the data indicate that the project is providing a desirable diversity of experience but may need to develop greater control over "common learnings" of fellows. Second, the data indicate that, while there is reported growth in all seventeen aspects, there are still substantial numbers of no and low growth ratings in many aspects. This data should be used prescriptively to plan project experiences during year three to meet the identifie, needs of individuals and groups.

Administrative Strengths--Fellows were asked to identify from among the given seventeen competency statements (as above) those three in which they experienced the most growth. Fellows were also asked to volunteer other areas not stated on the questionnaire in which they had experienced equally high growth. Identifications of "most growth experienced" competencies are displayed in Table VIII. Combined mid-year and year-end identifications indicate that the most frequently

Table VII

Fellows' Assessments of Degree of Growth
in Levels of Competence on Seventeen
Predefined Dimensions of Vocational Education Administration*

Given Statements of Vocational Education Administration Competency*	Frequency of Ratings of Degree of Growth in Levels of Competence Expressed on a Five-Point Scale														
	Mid-Year (n=255)					Year-End (n=204)					Total f (n=459)				
	(Low) None	1	(Mid) 2	3	(High) 4	(Low) None	1	(Mid) 2	3	(High) 4	(Low) None	1	(Mid) 2	3	(High) 4
1. General knowledge of all the areas of vocational education.	1	7	6	1	–	–	4	4	4	–	1	11	10	5	–
2. Theoretical or conceptual approaches to management.	1	4	9	–	1	–	4	6	2	–	1	8	15	2	1
3. Current issues related to vocational education administration.	1	5	7	1	1	–	3	6	2	1	1	8	13	3	2
4. Research in general or vocational education administration.	3	2	8	2	–	–	4	6	2	–	3	6	14	4	–
5. Administrative problem solving.	4	3	6	1	1	1	2	6	2	1	5	5	12	3	2
6. Personnel Administration.	4	2	8	–	1	–	–	6	3	3	4	2	14	3	4
7. Finance and Business Administration.	2	8	4	1	–	2	7	3	–	–	4	15	7	1	–
8. Management of vocational education facilities.	–	7	7	1	–	1	4	6	1	–	1	11	13	2	–
9. Planning.	2	5	7	1	–	1	5	5	1	–	3	10	12	2	–
10. Transportation.	4	6	2	3	–	2	7	3	–	–	6	13	5	3	–
11. Program development.	2	6	4	2	1	2	4	3	3	–	4	10	7	5	1
12. Evaluation of program.	1	4	5	3	2	1	3	4	2	2	2	7	9	5	4
13. Evaluation of teachers.	2	6	5	2	–	–	6	2	2	2	2	12	7	4	2
14. Supervision of instruction.	4	4	6	1	–	1	4	5	1	1	5	8	11	2	1
15. Support service management.	3	6	5	–	1	2	6	3	1	–	5	12	8	1	1
16. Educational law.	1	10	3	–	1	1	6	4	–	1	2	16	7	1	1
17. Vision of yourself as a competent administrator.	2	5	5	2	1	1	6	3	2	–	3	11	8	4	1
Total f	37	90	97	21	10	15	75	75	28	11	52	165	172	49	21
Total %	15%	35%	38%	8%	4%	7%	37%	37%	14%	5%	11%	36%	37%	11%	5%

[redacted] [redacted] [redacted] [

Table VIII

Fellows' Assessments of "Most Growth Experienced" Competencies on Seventeen Predefined and Other Dimensions of Vocational Education Administration*

Given Statement of Vocational Education Administration Competency*	Frequency of Identification By Fellows of "Most Growth Experienced" Competencies		
	Mid-Year	Year-End	Total f
1. General knowledge of all the areas of vocational education.	4	6	10
2. Theoretical or conceptual approaches to management.	5	2	7
3. Current issues related to vocational education administration.	5	9	14
4. Research in general or vocational education administration.	2	-	2
5. Administrative problem solving.	8	4	12
6. Personnel administration.	2	1	3
7. Finance and Business Administration.	4	-	4
8. Management of vocational education facilities.	1	1	2
9. Planning.	1	1	2
10. Transportation.	1	-	1
11. Program development.	1	4	5
12. Evaluation of program.	6	3	9
13. Evaluation of teachers.	3	2	5
14. Supervision of instruction.	-	1	1
15. Support service management.	-	-	0
16. Educational law.	1	1	2
17. Vision of yourself as a competent administrator.	5	5	10
Other (Volunteered)	4	0	4
Knowledge of self in relation to education	(1)	-	(1)
Overall administrative ability.	(1)	-	(1)
Verbal and written communication.	(1)	-	(1)
Ability to communicate with administrators.	(1)	-	(1)

* Presentation of #1 of responses to subquestions #32 - #35 as in Attachment #3.

identified "most growth" competencies were #3 current issues; #5 administrative problem solving; #1 general knowledge of vocational education; and #17 vision of self as competent administrator.

Fellows were also asked to volunteer those project experiences which most contributed to learning for "most-growth" competencies. Data displayed in Table IX indicates high support for project training experiences, the internship, DAVTE evaluations, and coursework.

The data displayed in Tables VIII and IX are also of interest and importance with regard to diversity of learning experiences and competency development of fellows. Again, the data should be used prescriptively to remediate areas of low growth for individuals and groups and to plan future learning experiences.

Administrative Strength Needs--Fellows were asked to identify from among the given seventeen competency statements (as above) those three in which they most needed to grow in competency. Fellows were also asked to volunteer other areas not stated on the questionnaire in which they equally needed to experience growth. Identifications of "most need to grow" competencies are displayed in Table X. Combined mid-year and year-end identifications indicate that the most frequently identified "most need to grow" competencies were #16, educational law; #7, finance and business administration; and other (volunteered).

Fellows were also asked to volunteer those project experiences which could most contribute to learning for "most need to grow" competencies. Data displayed in Table XI indicate again high support for project training experiences, internship, and coursework. The complete absence here of any identifications of the DAVTE evaluation

Table IX

Fellows' Volunteered Identifications of Training Experiences Which Most Contributed to Learning for "Most Growth Experienced" Competencies*

Project Experiences Identified as "Most Contributed to Learning" for "Most Growth Experienced" Competencies**	Frequency of Identification at Mid-Year	Year-End	Total f
1. DAVTE Evaluation	13	14	27
2. Internship	22	7	29
3. Project Training Experiences	20	20	40
1. Vocational facilities visits	(1)	-	(1)
2. Role play, case studies, and simulations.	(4)	(1)	(5)
3. Dr. White's lecture on vocational education administration.	(2)	-	(2)
4. Group discussion.	(3)	-	(3)
5. Interviewing administrators.	(3)	(1)	(4)
6. Association with staff	(1)	(2)	(3)
7. Readings	(2)	(2)	(4)
8. Personal contact with fellows.	(4)	(2)	(6)
9. Guest speakers	-	(2)	(2)
10. Trips, conventions, workshops	-	(9)	(9)
11. Ed. 553 project	-	(1)	(1)
4. Coursework	16	9	25
1. BEAS 406	(2)	-	(2)
2. Ed. 501	(1)	-	(1)
3. Ed. 551	(5)	-	(5)
4. Ed. 556	(5)	(2)	[illegible]
5. Ed. 572	(3)	-	[illegible]
6. Unspecified	-	(7)	(7)

* Presentation #2 of responses to subquestions #32 - #35 as in Attachment #3.

** See Presentation #1 in Table VIII.

Table X

Fellows' Assessments of "Most Need to Grow" Competencies on Seventeen Predefined and Other Dimensions of Vocational Education Administration*

Administrative Competencies Identified By Fellows As "Most Need to Grow"	Frequency of Identification		
	Mid-Year	Year-End	Total f
1. General knowledge of all the areas of vocational education.	1	-	1
2. Theoretical or conceptual approaches to management.	-	-	-
3. Current issues related to vocational education administration.	2	1	3
4. Research in general or vocational education administration.	1	5	6
5. Administrative problem solving.	3	2	5
6. Personnel administration.	2	-	2
7. Finance and Business Administration.	5	10	15
8. Management of vocational education facilities.	2	4	6
9. Planning.	4	-	4
10. Transportation.	5	1	6
11. Program development.	3	-	3
12. Evaluation of program.	1	-	1
13. Evaluation of teachers.	3	1	4
14. Supervision of instruction.	3	1	4
15. Support service management.	2	2	4
16. Educat...al law.	12	7	19
17. Vision of <u>yourself</u> as a competent administrator.	2	2	4
<u>Other</u> (Volunteered)	8	5	13
Interviewing and being interviewed.	(2)	-	(2)
Accessing and writing proposals for federal and state funds.	(1)	-	(1)
Hiring and firing of employees.	(1)	-	(1)
Verbal communication skills.	(1)	-	(1)
Ability to make decision at appropriate time and motivate others in their decision making.	(1)	-	(1)
Writing of 1 & 5 year plans.	(1)	-	(1)
Knowledge of acronyms used by vocational educators.	(1)	-	(1)
General understanding of administratration.	-	(1)	(1)
Assertiveness.	-	(1)	(1)
Political awareness.	-	(1)	(1)
Reputation as competent administrator.	-	(1)	(1)
Running an organization.	-	(1)	(1)

* Presentation #1 of responses to subquestions #36 - #30 as in Attachment #3.

Table XI

Fellows' Volunteered Identifications of Training Experiences Which Could Most Contribute to Learning of "Most Need to Grow Competencies"*

Project Experiences Identified as "Could Most Contribute to Learning" of "Most Need to Grow" Competencies**	Frequency of Identification		
	Mid-Year	Year-End	Total f
1. Internship	14	6	20
2. Project Training Experiences	19	14	33
1. Guest lectures by practicing administrators	(5)	(5)	(10)
2. Visits to vocational education centers	(1)	(1)	(2)
3. Attendance at professional meetings	(1)	-	(1)
4. Group discussion	(3)	(3)	(6)
5. Problem solving simulations, role play, and case studies	(3)	(2)	(5)
6. Provision of support materials	(1)	-	(1)
7. Content sessions on administrative topics	(1)	(1)	(2)
8. Seminar with school law firm	(1)	-	(1)
9. Assertiveness training	-	(1)	(1)
10. Writing papers on problems and issues	-	(1)	(1)
11. Unspecified	(3)	-	(3)
3. Coursework	12	6	18
1. Law	(6)	-	(6)
2. Foundations of voc. ed.	(2)	-	(2)
3. Finance	(1)	(1)	(2)
4. Personnel	(2)	-	(2)
5. Research	(1)	-	(1)
6. Unspecified	-	(5)	(5)

* Presentation #2 of responses to subquestions #36 - #39 as in Attachment #3.
** See Presentation #1 in Table X.

experience should be noted. While fellows highly value the DAVTE evaluation experience (see Table XIII to follow), it is assumed that it is not viewed by fellows as appropriate to the "most need to grow" competencies.

The data displayed in Tables X and XI are again of interest and importance with regard to the diversity of the training experience and competency development. A comparison of Tables VIII and X indicates that competencies which for some fellows were "most growth experienced" were for others "most need to grow" competencies. This emphasizes the need to continue to individualize project training while at the same time developing more control over common learnings of fellows. These data should be used prescriptively for year three training.

Internship Experience--Fellows were asked to give their overall assessments of the project administrative internship. Assessments were reported as open-ended commentary which, for purposes of clarity and comparability, have been interpreted by the formative evaluator on a three point (negative-neutral-positive) scale. Frequencies of these interpretations of fellows' assessments of the internship are displayed in Table XII. Overall assessments were 15% negative, 5% neutral, and 80% positive.

It should be noted that, based on informal reporting and other data (see Unit 3 to follow), negative ratings of the internship are attributable more to procedural and organizational matters rather than to the substance or value of the internship. A more extensive analysis of the internship experience is presented in Unit 3 to follow.

DAVTE Evaluation--Fellows were asked to give their overall assessments of the DAVTE evaluation experience. As with the internship,

Table XII

Fellows' Overall Assessment of
Project Internship Experience*

Rating Scale**	Frequency of Assessments Expressed On A Three Point Scale**			
	Mid-Year***	Year-End****	Total f	Total % (n=20)
Negative	3	-	3	15%
Neutral	-	1	1	5%
Positive	8	8	16	80%

* Presentation of responses to subquestions #40 and #41 as in Attachment #3.

** Overall-assessments have been interpreted by the Formative Evaluator on a three point scale as shown above; see also ratings and recommendations for improvement of internship in Unit 3 to follow.

*** 11/15 Reporting

**** 9/12 Reporting

assessments were reported as open-ended commentary which, for purposes of clarity and comparability, have been interpreted by the formative evaluator on a two point (positive-high positive) scale. Note that there were no neutral or negative commentary-based assessments of the DAVTE evaluation experience. Frequencies of interpretations of fellows' assessments are displayed in Table XIII. Overall assessments of the DAVTE evaluation were 9% positive and 91% high positive.

Fellows were also asked to volunteer suggestions for improvement in the DAVTE evaluation experience. Data displayed on Table XIV indicate the need for the project staff to examine the number and types of experiences to be required, communication to both fellows and evaluation team leaders, type of preparation experience, and type and amount of follow-up by the evaluation team leader and the project staff.

The extremely high support of the DAVTE evaluation experience is a tribute to the good work of both the fellows and the evaluation teams and team leaders. The project staff and fellows express appreciation for the opportunity to participate in this important vocational education administration experience.

Overall Evaluation of Project Training--Fellows were asked to give their overall assessment of project training. As with the internship and DAVTE evaluation, assessments were reported as open-ended commentary which, for purposes of clarity and comparability, have been interpreted by the formative evaluator on a three point scale (neutral-positive-high positive). Note that there were no negative commentary-based overall assessments of project training. Frequencies of interpretations of fellows' assessments are displayed in Table XV. Overall assessments of project training were 11% neutral, 48% positive, and 41% high positive.

Table XIII

Fellows' Overall Assessments
of DAVTE Evaluation Experience*

Rating Scale**	Frequency of Assessments Expressed On A Two Point Scale**			
	Mid-Year***	Year-End****	Total f	Total % (n=22)
Positive	1	1	2	9%
High Positive	11	9	20	91%

* Presentation #1 of responses to subquestions #42 and #43 as in Attachment #3.

** Overall opinions have been interpreted by the Formative Evaluator on a two point scale as shown above; see also Table XIV.

*** 12/15 reporting.

**** 9/12 reporting.

Table XIV

Fellows' Volunteered Suggestions
for Improvement in the
DAVTE Evaluation Experience*

Suggestions for Improvement In DAVTE Evaluation Experience	Frequency of Responses at Mid-Year	Year-End
Require several experiences, each in different types of schools.	3	1
Give more detailed explanation to Fellows before experience, possibly using outside speaker.	4	-
Give DAVTE more information about Fellows before experience (e.g., position and subject area of teaching) so they would not be identified as students and could do more interviewing.	3	1
Require simulated lab experience before actual experience.	1	-
Require Fellows to be team leaders before leaving project.	-	1
Allow post-discussion with team leader.	-	1
Provide more orientation from team leader.	-	1
None or no response.	-	7

* Presentation #2 of responses to subquestions #42 and #43 as in Attachment #3.

Table XV

Fellows' Overall Assessments
of Project Training*

Rating Scale**	Frequency of Assessments Expressed On A Three Point Scale**			
	Mid-Year	Year-End	Total f	Total % (n=27)
Neutral	2	1	3	11%
Positive	6	7	13	48%
High Positive	7	4	11	41%

* Presentation #1 of responses to subquestions #44 - #46 as in Attachment #3.

** Overall evaluations have been interpreted by the Formative Evaluator on a three point scale as shown above; see also Table XVI.

Fellows were also asked to volunteer suggestions for improvement in project training. Data displayed in Table XVI include a wide range of both procedural and substantive suggestions. The suggestions are of particular interest and importance for two reasons. First, they articulate problems which may be inevitable in a project which draws from a wide geographical area and allows both project and non-project work. Requests for adjustments in class location and substitutions of independent study for coursework, for example, reflect these problems. Second, the suggestions taken as a whole can be interpreted as a request for "upgrading" of training.

The project staff's capability to respond to both of these major points presents a circular problem. That is, unless the conditions under which fellows participate in the project are substantially changed, "significant upgrading" of training may be difficult to achieve. The project staff should examine and respond to these requests within the conditions of project operation for year three.

Unit 3. Project Administrative Internship--Project administrative internship experiences were completed by twelve fellows during year two, eight in Fall, 1977, and four in Spring, 1978. Internships were evaluated at mid-year and year-end by three methods.

First, an internship-experience questionnaire (Attachment #4) was administered at mid-year or year-end to fellows who had completed internships within either semester. Second, an internship-experience interview guide (Attachement #5) equivalent to the intern questionnaire was administered at mid-year or year-end to field supervisors who had

Table XVI

Fellows' Volunteered Suggestions
for Improvement in
Project Training*

Suggestions for Improvement In Project Training	Frequency of Responses	
	Mid-Year	Year-End
Require weekly or bi-weekly seminar meetings of all Fellows for important support group.	3	1
Make better use of seminar meetings (e.g. identify and discuss current issues; more resource people; more structure).	1	3
Make fewer visits to schools in seminar.	1	-
Define and structure internships better.	1	-
Hold more indepth discussions with administrators.	1	-
Provide closer monitoring of classes enrolled in by Fellows (advisement).	1	-
Provide training in writing proposals for state and federal funds, including contacts in Springfield.	1	-
Provide training in interviewing for jobs.	1	-
Arrange for Fellows to be full-time students (no evening classes; unbroken schedule for internship).	1	1
Coordinate with certification office on courses for Fellows to take.	1	-
Help Fellows gain cooperation of immediate supervisor for participation in Project.	1	-
Work with superintendents to get them to notify Fellow's principals to cooperate fully with the project.	1	-
Offer all course work in Chicago area.	1	-
Allow coursework to be done on independent study basis.	1	-
Provide weekly evaluation of progress of Fellows.	1	-
Provide extra pay for travel.	1	-
Offer course work on Saturdays (2 classes).		
Offer Fellowship over a longer period of time.	2	1
Require stricter standards in educational administration program and courses.	1	-
Visit interns more frequently.	1	-
Provide more discussion of everyday school problems and issues.	1	1
Arrange additional experience, e.g. internship with IOE or USOE.	-	1
Allow internship during summer.	-	1
Help College of Education to be more flexible.	-	1
Provide more help with placement activities.	-	1
Expand field training and contacts.	-	1

*Presentation #2 of responses to subquestions #44 -#46 as in Attachment #3.

supervised an internship within either semester. Third, an internship-competency-questionnaire (Attachment #6) was administered at mid-year to both Fall interns and Fall field supervisors and at year-end to Spring interns only.

Presentation, summary, and interpretation of data gathered through these methods follows. For clarity, these data will be treated in two major categories: Internship Experience Evaluation and Internship Competency Evaluation.

Internship Experience Evaluation--The internship experience questionnaire and interview guide (Attachments #4 and #5) were designed to yield information on intern and field supervisor assessments of the internship experience. A total of twenty-one responses to the questionnaire and interview guide were obtained, ten from interns and eleven from field supervisors. Table XVII displays a profile of number of respondents and their dates of project entry and/or semester of response.

Both interns and field supervisors were asked to give their "on-balance" ratings of seven predefined dimensions of the project internship: internship quality; usefulness; success; university supervision; onsite supervision; planning; and communication. Table XVIII displays intern ratings and Table XIX displays field supervisor ratings.

Intern overall internship ratings (Table XVIII) at mid-year were 80% high range (4 and 5 on a 5 point scale), 12% mid range (3 on a 5 point scale), and 8% low range (1 and 2 on a 5 point scale). Intern ratings at year-end were 86% high range, 14% mid range and 0% low range. Intern ratings for mid-year and year-end combined were 81% high range, 13% mid range, and 6% low range.

Table XVII

Profile of Respondents to
Internship Experience
Questionnaire and Interview Guide*

Category of Respondent	Frequency of Responses		
	Mid-Year	Year-End	Total f
Fellows (Spring, 1977 Entrants)	7**	-	7
Fellows (Fall, 1977 Entrants)	-	3***	3
Field Supervisors	7	4	11
Total f	14	7	21

* Presentation of responses to questions #1 as in Attachments #4 and #5.

** Seven out of eight possible responses.

*** Three out of four possible responses.

Table XVIII

Intern Ratings of Seven
Predefined Dimensions of Project
Administrative Internship*

Predefined Evaluation Dimension*	Frequency of Ratings Expressed On a Five Point Scale														
	Mid-Year (n=49)					Year-End (n=21)					Total f (n=70)				
	(Low) 1	2	(Mid) 3	4	(High) 5	(Low) 1	2	(Mid) 3	4	(High) 5	(Low) 1	2	(Mid) 3	4	(High 5
1. Quality of internship	-	-	-	4	3	-	-	-	-	3	-	-	-	4	6
2. Usefulness of internship	-	-	-	4	3	-	-	-	1	2	-	-	-	5	5
3. Success of internship	-	-	-	2	5	-	-	1	1	1	-	-	1	3	6
4. University supervision of internship	-	1	1	4	1	-	-	1	2	-	-	1	2	6	1
5. On-site supervision of internship	-	1	2	-	4	-	-	-	1	2	-	1	2	1	6
6. Planning for internship	-	1	2	3	1	-	-	1	2	-	-	1	3	5	1
7. Communication about internship	-	1	1	3	2	-	-	-	2	1	-	1	1	5	3
Total f	-	4	6	20	19	-	-	3	9	9	-	4	9	29	28
Total %	-	8%	12%	41%	39%	-	-	14%	43%	43%	-	6%	13%	41%	40%

* Presentation of responses to question #7 as in Attachment #4.

Table XIX

Field Supervisor Ratings of Seven Predefined Dimensions of Project Administrative Internship*

Predefined Evaluation Dimensions*	Frequency of Ratings Expressed On A Five Point Scale														
	Mid-Year (n=49)					Year-End (n=28)					Total f (n=77)				
	(Low) 1	2	(Mid) 3	4	(High) 5	(Low) 1	2	(Mid) 3	4	(High) 5	(Low) 1	2	(Mid) 3	4	(High) 5
1. Quality of internship	-	-	3	2	2	-	-	3	1	-	-	-	6	3	2
2. Usefulness of internship	-	-	2	1	4	-	-	-	-	4	-	-	2	1	8
3. Success of internship	-	1	2	1	3	-	-	1	-	3	-	1	3	1	6
4. University supervision of internship	2	2	2	1	-	-	-	4	-	-	2	2	6	1	-
5. On-site supervision of internship	-	-	6	1	-	-	-	4	-	-	-	-	10	1	-
6. Planning for internship	1	2	2	2	-	-	-	3	1	-	1	2	5	3	-
7. Communication about internship	3	1	2	-	1	-	1	2	1	-	3	2	4	1	1
Total f	6	6	19	8	10	-	1	17	3	7	6	7	36	11	17
Total %	12%	12%	40%	16%	20%	-	3%	61%	11%	25%	8%	9%	47%	14%	22%

* Presentation of responses to question #7 as in Attachment #5.

By comparison, field supervisor overall internship ratings (Table XIX) at mid-year were 36% high range, 40% mid range, and 24% low range. Ratings at year-end were 36% high range, 61% mid range, and 3% low range. Ratings for mid-year and year-end combined were 36% high range, 47% mid range, and 17% low range.

A comparison of these overall ratings of interns and field supervisors (Tables XVIII and XIX) indicates that interns' ratings of the internship were consistently and significantly higher than those of field supervisors. It is possible that this discrepancy is primarily a result of different levels of expectation and ability of interns and field supervisors and thus should be interpreted by the project staff as typical and not problematic. However, careful attention should be given to the alternative possibility that there were atypical and problematic deficiencies in the internships which caused the lower field supervisor ratings. Volunteered assessments of the internships (as below) suggest areas of potentially significant deficiency.

These volunteered assessments were obtained from interns and field supervisors as open-ended commentary on five predefined dimensions: overall evaluation; recommendations for internship improvement; internship preparation; recommendations for improvement in internship evaluation; and recommendations for changes in internship evaluation portfolio.

Categories of suggestions for improvement in the internship which emerged from examination of responses to these five dimensions and frequency of identification by interns and field supervisors are

presented in Table XX. The six categories which emerged were: schedule, placement, and management; preparation; structure; attitudes and support; supervision; and evaluation system. Tabels XXI through XXVI display, respectively, specific suggestions for improvement made in each of these six categories.

These specific suggestions (Tables XXI-XXVI) speak for themselves and should be examined and remediated by the project staff where appropriate and feasible as plans for year three internships are developed. These suggestions are also of particular interest and importance on three additional grounds. First, they contain a wealth of "inside" information which, while not always consistent with the perceptions of reality of the staff, reflect reality as perceived by significant others. Points of inconsistency between staff and non-staff perceptions should also be considered for year three.

Second, the suggestions indicate points of disagreement between some interns and field supervisors. For example, in Table XXI there is a fundamental difference in the view expressed by interns that internships should not be allowed at the place of employment and the view expressed by field supervisors that internships should be required at the place of employment. Another difference revealed in Table XXI is on the issue of whether interns or school districts should receive reimbursement for internship duties. Also, Table XXIII presents a major difference on the issue of whether the internship should be broad and general or geared to specific positions. Such differences are fundamental to internship definition and quality. These and other differences should be analyzed and interpreted by the project staff and considered in planning for year three.

Table XX

Categories of Intern and
Field Supervisor Suggestions for
Improvement in Project Administrative Internship*

Categories of Suggestions for Internship Improvement	Frequency of Identifications By		
	Fellows	Field Supervisors	Total f
Schedule, Placement, and Management	21	12	33
Preparation	8	4	12
Structure	16	12	28
Attitudes and Support	9	-	9
Supervision	7	17	24
Evaluation System	17	1	18

* Presentation of categories of responses to questions #2 - #6 as in Attachments #4 and #5.

Table XXI

Intern and Field Supervisors Volunteered Suggestions for Improvement in Internship Schedule, Placement, and Management*

Schedule, Placement, and Management Suggestions	Frequency of Identification By		
	Fellows	Field Supervisors	Total f
Require full time internship (full days and uninterrupted time block)	8	1	9
Place all interns in same (good) school at same time.	2	-	2
Require internship to be completed during summer.	2	-	2
Allow internship to be taken for 9 credit hours or allow interns to take only 6 hours.	2	-	2
Require internship over longer time period (one semester).	-	3	3
Require internship to be done at place of employment so intern will be familiar with programs, etc.	-	2	2
Don't allow internship in school where intern is employed.	3	-	3
Require internship to be completed on site which provides vocational education programs.	-	2	2
Arrange for interns to receive regular pay for regular work day as intern.	2	-	2
Require planning and observation at internship site one semester in advance.	2	1	3
Provide monies to district to pay for released time of intern to cover costs, protect from liability, and give intern authority.	-	2	2
Provide more pre-planning with director.	-	1	1

* Presentation #1 of responses to questions #2 - #6 as in Attachments #4 and #5.

Table XXII

Intern and Field Supervisors Volunteered Suggestions for Improvement in Internship Preparation*

Internship Preparation Suggestions	Frequency of Identification By Fellows	Field Supervisors	Total f
Instruct interns in writing proposals for federal and state money.	1	-	1
Provide better advisement on classes to take prior to internship.	1	-	1
Require completion of Ed. 551, 556, and supervision courses prior to internship.	3	-	3
Require more administrative problem solving based on field problems prior to internship.	3	2	5
Require more preparation in "theory" so interns won't be mediocre in performance.	-	1	1
Require better preparation in practice so interns won't be naive (about codes, regulations, etc.).	-	1	1

* Presentation #2 of responses to questions #2 - #6 as in Attachments #4 and #5.

Table XXIII

Intern and Field Supervisor Volunteered Suggestions for Improvement in Internship Structure*

Internship Structure Suggestions	Frequency of Identification By Fellows	Field Supervisors	Total f
Define internship to prepare for specific (entry level) positions and not in terms of 159 vocational competencies.	2	-	2
Organize internship so it provides a thorough learning experience (e.g., visit other schools for broad view; wide range of activities).	2	2	4
Require written advance specifications of objectives, key results, standard of performance, schedule, and experiences site should offer prior to internship.	10	5	15
Require internship to be hands-on administration-related and not just observation.	1	4	5
Structure internship so intern has some authority and decision power in school.	1	1	2

* Presentation #3 of responses to questions #2 - #6 as in Attachments #4 and #5.

Table XXIV

Intern and Field Supervisor Volunteered Suggestions for Improvement in Internship Attitudes and Support*

Internship Attitude and Support Suggestions	Frequency of Identification By		
	Fellows	Field Supervisors	Total f
Develop attitude in interns that quality of internship lies directly with time and effort each puts out.	1	-	1
Help interns to develop positive attitudes in and cooperation of field supervisors.	2	-	2
Help interns to cope with some of the "biases" that some administrators have.	1	-	1
Counsel intern in safe environment (away from school) so intern won't have to defend school.	1	-	1
Provide a "Hotline" for help with special problems or tasks.	1	-	1
Consistently provide discussion of internship experiences at project meetings.	1	-	1
Staff should stop assuming that project fellows understand all the administrative functions that are discussed or required of them.	1	-	1
Provide follow-up experiences to develop strengths in identified areas of weakness.	1	-	1

* Presentation #4 of responses to questions #2 - #6 as in Attachments #4 and #5.

Table XXV

Intern and Field Supervisor Volunteered Suggestions for Improvement in Internship Supervision*

Internship Supervision Suggestions	Frequency of Identification By Fellows	Field Supervisors	Total f
Provide written directions and guidelines for expectations and responsibilities of intern and supervisor.	3	4	7
Project Director make initial field contacts early and in person.	1	1	2
Staff plan internship with field supervisor before internship begins.	1	-	1
Staff clarify certification status of interns in advance of internships for protection of districts.	-	1	1
Staff make more visits and spend more time in field with supervisors and intern (every 2-3 weeks).	1	3	4
Staff have less in person contact with field supervisors.	-	2	2
Staff have more phone cont[illegible] with field supervisors.	-	4	4
Make field supervisors integral part of training team.	-	1	1
Require final conference with project director and field supervisor to identify and plan to meet interns' needs for improvement.	1	1	2

* Presentation #5 of responses to questions #2 - #6 as in Attachments #4 and #5.

Table XXVI

Intern and Field Supervisor Volunteered Suggestions for Improvement in Internship Evaluation*

Internship Evaluation Suggestions	Frequency of Identification By		
	Fellows	Field Supervisors	Total f
Require interns to design their own evaluation schemes and to self-evaluate.	1	1	2
Require weekly evaluations of intern performance and accomplishments.	1	-	1
Require more accountability from fellows on their internship performance.	2	-	2
Require that interns receive a personal evaluation of their work.	1	-	1
Give better explanation of expectations.	1	-	1
Require written evaluations by field supervisors and NIU staff (for credentials).	2	-	2
Require turning in written work/logs periodically-not at end of internship.	2	-	2
Direct toward a specific job rather than ALL competencies.	1	-	1
Make all changes on individual bases since fellows from different areas have different problems.	2	-	2
Provide three copies of portfolio so two can be left with administrators for reference.	1	-	1
Reduce and condense forms. Simplify!	2	-	2

* Presentation #6 of responses to questions #2 - #6 as in Attachment #4 and #5.

Third, the suggestions taken as a whole present a dilemma to the project staff. In instances where the staff agrees with suggestions made, they may find that they are unable to comply due to university requirements and/or conditions of funding. The suggestion that summer internships be provided (Table XXI) for example, is not currently feasible. Conversely, in instances where the staff is able to comply with suggestions, they may find that they are disinclined to do so due to principles of pedagogy or philosophy. The suggestion that training for specific positions be provided (Table XXIII), for example, is also a case in point. The staff should attempt to develop a defensible and workable balance in these matters in planning for year three. Direct communication on such points with continuing and entering fellows should also be a major priority for year three.

Internship Competency Evaluation--The competency questionnaire (Attachment #6) was designed to yield information on intern performance on the vocational education administration competencies as in the DAVTE-sponsored Southern Illinois University model.* A total of sixteen responses to the competency questionniare were obtained, ten from interns and six from field supervisors. Seven intern responses were obtained at mid-year and three at year-end. Six field supervisor responses were obtained at mid-year.

Both intern and field supervisors were asked to rate intern performance on these competencies. Table XXVII displays ratings obtained. Total responses indicate that 40% of intern and 29% of field supervisor ratings of interns were #1, "had opportunity and successfully gained

* Illinois Office of Education Division of Adult Vocational and Technical Education Occupational Education Administration Project, 1975

Table XXVII

Intern and Field Supervisor Ratings of Intern Performance on 159 Vocational Administration Competencies*

Intern Number and Sub Frequency and Percent		Intern Self-Ratings** (n=159) 1	2	3	4	5	Intern Number and Sub Frequency and Percent		Field Supervisor Rating Of Interns** (n=159) 1	2	3	4	5
1.	f	2	-	-	157	-	1.	f	3	-	-	156	-
	%	1%	-	-	99%	-		%	2%	-	-	98%	-
2.	f	116	-	-	43	-	2.	f	62	-	-	97	-
	%	73%	-	-	27%			%	40%	-	-	60%	-
3.	f	114	3	-	42	-	3.	f	113	7	-	38	1
	%	72%	2%	-	26%	-		%	171%	4%	-	24%	1%
4.	f	67	2	-	90	-	4.	f	65	2	-	92	-
	%	42%	1%	-	57%	-		%	41%	1%	-	58%	-
5.	f	16	-	-	143	-	5.	f	39	25	-	95	-
	%	10%	-	-	90%	-		%	24%	16%	-	60%	-
6.	f	27	50	20	56	6	6.	f	-	-	5	154	-
	%	17%	31%	13%	35%	4%		%	-	-	3%	97%	-
7.	f	53	26	-	80	-	7.				***		
	%	33%	17%	-	50%	-							
8.	f	43	7	-	10	99	8.				***		
	%	27%	4%	-	6%	62%							
9.	f	79	2	-	77	1	9.				***		
	%	50%	1%	-	48%	1%							
10.	f	117	1	-	39	2	10.				***		
	%	74%	1%	-	24%	1%							
Total	f	634	91	20	580	265	Total	f	282	34	5	632	1
Total (n=1590)	%	40%	6%	1%	36%	17%	Total (n=954)	%	29%	4%	.5%	66%	.5%

* Presentation of responses to competency-questionnaire as in Attachment #6.

** Ratings mean:

1	2	3	4	5
Intern had opportunity and was successful in gaining this competency.	Intern had opportunity but did not gain competency due to factors beyond his or her control.	Intern had opportunity but did not gain competency due to some problem of or with the intern.	Intern did not have opportunity but this is still an important competency to gain.	Intern did not have opportunity and this is not an important competency to gain.

*** Data not available.

competency." Six percent of intern and 4% of field supervisor ratings of interns were #2,"had opportunity but did not gain competency due to factors beyond intern's control." One percent of intern and .5% of field supervisor ratings of interns were #3,"had opportunity but did not gain competency due to problem of or with intern." Thirty-six percent of intern and 66% of field supervisor ratings of interns were #4,"did not have opportunity but competency is still important to gain." Seventeen percent of intern and .5% of field supervisor ratings of interns were #5,"did not have opportunity and this is not an important competency to gain."

These overall responses (Table XXVII) are of interest and importance in three respects. First, although the data are incomplete, the total responses suggest possible significant differences in perception between interns and field supervisors as to "how much" competency was gained (#1 ratings)during the internships. This may reflect typical differences between interns and field supervisors in criteria and/or perceptions of degree of learning. It is also possible that project intern perceptions are skewed from standard norms of acceptable performance. This possibility is of critical importance to training and should be thoroughly investigated by project staff.

Second, overall responses suggest a possible problem with regard to validation of these competencies. Since of the six field supervisor responses four were from "general administration" sites, there is reason to question whether the 66% field supervisor support of the importance of competencies (#4 ratings as in Table XXVII) is valid. In the absence of testing, validity should not be assumed. For example,

the self-ratings of intern #8 show 62% #5,"competency not important" (Table XXVII). Since this particular internship was exclusively in vocational education administration, the need for validity testing is supported.

Third, comparisons of intern and field supervisor ratings of interns one through six (Table XXVII) are of interest due to similarities and differences shown. While intern and field supervisor ratings for interns #1, #3,and #4 are highly consistent, both ratings for interns #2, #5, and #6 are highly inconsistent. This suggests needs to refine means of assessment of internship performance and provide appropriate evaluation information and feedback to interns and field supervisors. These needs are further supported by data on interns #2 and #6 where discrepancies between ratings were extreme and the project staff tended to be in agreement with the lower field supervisor ratings.

In sum, the data in Table XXVII suggest needs to validate and/or determine important competencies, refine assessment of competencies and evaluation information and feedback systems, and established priorities for numbers and types of competencies to be gained through the internship versus other methods of experience or instruction. Development of criteria for "hard evidence" of attainment of competency should also be considered.

In addition, to the extent that the given competencies may be used in the future to organize some project learning experiences, the project staff will need to convert applicable competencies from current discrete statements to pedagogically defensible and workable units. This recommendation derives from informal observations of staff, interns, and field supervisors.

Conclusions and Recommendations

Based on the preceding presentation and interpretation of formative evaluation data, it can be concluded that year two of the New Opportunities in Vocational Education Project has been highly effective. This statement of project effectiveness is specifically supported by:

1. The strong overall support for project training as reported by fellows. (Note again the preceding display and interpretation of data as in Tables one through twenty-seven.)
2. Documented systematic attention to the unique needs and interests of females and minorities in an administrative training project. (Note again the Chronicle of Major Project Events as in Attachment #2. Note also that evaluation of all project internships included periodic assessment and opportunity for intern feedback and remediation where necessary. In addition, both program and academic advisement were continually available to all fellows during year two.)
3. The content and quality of the project administrative training experience. (Note again the preceding display and interpretation of data and the Chronicle of Major Project Events as in Attachment #2. Note also informal supportive feedback from vocational education administrators in the field and evidences of network building between the project and the field in data displays and attachments.)

In addition to these evidences of effectiveness of project training, project work during year two has provided a foundation for an expanded and improved competency-based administrative training program for females and minorities. This has been achieved through both training effectiveness to date and the uncovering and examination of significant training problems and issues. Substantive and procedural problems and issues specific to training in year two have been presented in the preceding Data Summary and Interpretation. In addition, a data-based summary of general problems and issues which appear to have broad significance for the effectiveness of future project training of females and minorities follows. To significantly improve future training, the project staff needs to give systematic attention to:

1. Continued development and validation of appropriate vocational education administration competency statements. ("Appropriate" here refers to competencies that apply to all administrators regardless of sex or race and to unique competency needs of females and minorities.)
2. Continued development of reliable and valid means of measurement of competency levels, diagnosis of competency needs, and prescription for training. (Note here especially the need for a data base to develop appropriate programs and balance differences between staff and fellows' perceptions of competency levels and training needs.)
3. Provision of appropriate role models of practicing vocational education administrators. ("Appropriate"

here refers to both female and minority models and to stylistically alternative models.)

4. Negotiation of appropriate balance between training controls and structure and legitimate autonomy needs of fellows. (Note here especially discrepant control-autonomy needs both between and within individual fellows. Note also the need to monitor training costs and benefits of control-autonomy decisions. Degree of control of internship and general project participation and communication/negotiation/enforcement of control autonomy expectations are particularly problematic.)

5. Monitoring and remediation of possible differences between fellows' and practicing administrators' perceptions of acceptable standards of administrative performance. (Note here especially documented differences between project interns and field supervisors as in Formative Evaluation Unit 3.)

6. Affirmative action emphasis in coursework and project training experiences. (Note here especially possible affirmative action needs in direct project training and in coursework and other training experiences that are not under direct control of project staff.)

7. Analysis of relative needs for commonality and diversity in both characteristics of fellows and training program content and directions. (Note here especially implications for program structure and content, training costs and benefits, maximal use of resources, and project management.)

8. Development of an appropriate system of formative-summative project evaluation. ("Appropriate" here refers to an evaluation system which provides "the right information at the right time" within the limits of evaluation resources. Current unavoidable lags between data gathering and reporting make training remediation problematic.)

9. Development of an appropriate research component of the project. ("Appropriate" here refers to a research component which would provide a reliable and valid large-sample data base for project training decisions. Limits on current data bases limit project training capability.)

10. Modification of the existing project management system in response to identified management needs. (Note here especially implications for management as in the above citation of problems and issues and in the preceding Data Summary and Interpretation.)

Numerous specific recommendations for adjustment in the process and content of project work have been stated or implied in this formative evaluation report for year two of the project. These will not be repeated here (see especially Data Summary and Interpretation and the above listing of problems and issues.) Instead, two very general recommendations will be made here:

1. The project staff is encouraged to review project evaluation reports from both year one and year two and use them as bases for examining accomplishments, problems, and options for project improvement.

2. The project staff is encouraged to then refine plans for year three taking these deliberations (as in #1 above) into account as feasible under conditions of funding.

Project staff, fellows, cooperating vocational education administrators, DAVTE staff, and Northern Illinois University staff are to be commended for their contributions to the effectiveness of year two of the New Opportunities in Vocational Education Project.

Attachment #1

Formative Evaluation Design

Year Two/1977-1978

Formative Evaluation Design--Year Two

Unit 1. Chronicle of Major Events

Data Sources: All fellows and project staff.

Methods: Periodic record keeping. Individual and group interviewing as necessary.

Responsibility: Coordination and summary by formative evaluator. Interviewing tasks shared by all project staff (as necessary).

Time Frame: Continual through end year two.

Reporting: Written reporting at year-end.

Unit 2. Project Training Experiences

Data Sources: All fellows and project staff.

Methods: Informal contacts during both semesters. Structured open-ended questionnaire at mid-year and year-end.

Responsibility: Instrumentation, coordination, and summary by formative evaluator.

Time Frame: Collection of instrumented data at December (mid-year) and May (year-end)evaluation meetings.

Reporting: Informal reporting in process. Written reporting at year-end.

Unit 3. Project Administrative Internships

Data Sources: All interns, university supervisors, and field supervisors.

Method: Structured open-ended interviewing and/or questionniare; revision of evaluation portfolio if appropriate.

Responsibility: Instrument(s) to be developed by formative evaluator: implementation to be delegated. (This means that the staff member who makes last field visit for each intern will gather data from field supervisors.) Coordination and summary by formative evaluator.

Time Frame: Evaluation during the internship periods in Fall, 1977, and Spring, 1978.

Reporting: Informal reporting in process. Written reporting at year-end.

Attachment #2

Formative Evaluation Unit 1

Chronicle of Major Project Events

Year Two/1977-1978

Chronicle of Major Project Events--Year Two*

	Date	Description of Event
1.	September 2	Seminar Northern Illinois University Orientation of fellows entering Fall, 1977
2.	September 9	Seminar Northern Illinois University Reception and organizational meeting for all fellows
3.	September 23	Visitation College of DuPage Tour and explanation of computer-based career planning
4.	September 30	Conference and Sessions Attended Sycamore Illinois Vocational Association (IVA) Fall Conference Leadership on Vocational Education Administration Zero-Based Budgeting Experience-Based Career Education
5.	October 1	Visitation and Seminar Harper Junior College Tour and explanation Seminar meeting with DAVTE project officer
6.	October 7	Visitation and Seminar DuPage Are Vocational Education Association (DAVEA) Tour and explanation Seminar meeting with DAVEA Director
7.	October 17	DAVTE Evaluation Oak Park - River Forest #200

* Only events involving direct participation of fellows are included here. Management, research, and development activities of the project staff are excluded.

	Date	Description of Event
8.	October 17	DAVTE Evaluation Sandwich Community Unit District #430
9.	October 19	Conference and Sessions Attended Northern Illinois University "Implementing Title IX: Achieving Sex Equity in Education"
10.	October 24	Conference and Sessions Attended Charlotte, North Carolina Community College Conference Increasing Productivity in the Community College
11.	October 28	Seminar Northern Illinois University Overview of Vocational Education Administration (White) Tour and Explanation of NIU Career Planning and Placement Center Simulation of employment interviews
12.	October 29	Visitation and Seminar Triton Junior College Tour and explanation Seminar meeting on internship concerns
13.	October 31	DAVTE Evaluation Malcolm X College, Chicago
14.	November 1	DAVTE Evaluation Galena Unit District #120
15.	November 7	DAVTE Evaluation Glenbard Township #87
16.	November 14	DAVTE Evaluation Kankakee Community College
17.	November 15	DAVTE Evaluation Washburn Trade School, Chicago

	Date	Description of Event
18.	November 18	Visitation and Seminar
		Willowbrook High School, Villa Park Tour and explanation Conferences with Department Heads Seminar meeting with assistant principal
19.	November 28	DAVTE Evaluation
		Olive Harvey College, Chicago
20.	November 29	DAVTE Evaluation
		Ottawa High School #140
21.	December 5	DAVTE Evaluation
		Evanston High School #202
22.	December 12	DAVTE Evaluation
		Mid-Valley Area Vocational Center
23.	December 15	Visitation and Seminar
		DuPage Area Vocational Education Association (DAVEA)
24.	December 17	Visitation and Seminar
		Elgin Community College Tour and explanation Seminar meeting with college president Formative evaluation activities
xx	December 20	First Semester Internships Completed
25.		Cary Grove School, Cary Grove
26.		DeKalb High School, DeKalb
27.		Harlan High School, Chicago
28.		Kelvin Park High School, Chicago
29.		Low Incidence Handicapped Center, Chicago
30.		Terrill School, Chicago
31.		Valley Lutheran School, St. Charles
32.		Washburn Trade School, Chicago

	Date	Description of Event
33.	January 2	DAVTE Evaluation Sycamore High School, Sycamore
xx	(January 27)	Seminar Northern Illinois University (Scheduled meeting postponed to February 10 due to blizzard.)
34.	February 10	Seminar Northern Illinois University Reception, orientation, and organizational meeting Informational meeting with NIU certification officer IVA Convention planning
35.	February 10	Conference Chicago Illinois Visually Handicapped Conference Career Education Sessions
36.	February 20	Conference Sycamore Research for Better Schools Model
37.	March 2	Conference and Sessions Attended Chicago Illinois Vocational Association (IVA) Legalities in Cooperative Education Youth Employment Act: Implications for LEA's Experience Based Career Education Leadership in Improving Vocational Education Implementing Locally Directed Evaluation Consumer Education Competency-Based Education in the Classroom DAVTE State Plans Drugs in the Classroom Career Guidance Centers: Implementing LDE's Counseling and Guidance for Minority Groups

	Date	Description of Event
		Selling Yourself and Your Program Utilizing the Nine H & D Sites Individualized Educational Planning for Special Needs Learners New Opportunities Program Reception for Vocational Administrators
38.	March 10	Visitation DAVTE/IOE, Springfield Explanation of organization and operation State Capitol Tour and related explanation
39.	March 15	Visitation Illinois Office of Education, Chicago Meeting re funding of cooperative programs
40.	April 1	Seminar Northern Illinois University Film on Vocational Amendments of 1976 Guest lecture on School Community Relations Seminar group meetings and discussion
41.	April 3	Visitation Washburn Trade School, Chicago
42.	April 10	Visitation Chicago Vocational High School
43.	April 14	Visitation and Seminar Mayor's Office of Manpower Development, Chicago Meeting and discussion with Director and Assistant United State Office of Education, Chicago Regional Office Meeting and discussion with Assistant Regional Director Division of Adult, Vocational, and Technical Education, Chicago (IOE) Meeting and discussion with Assistant Director AVTE

	Date	Description of Event
44.	April 15	Conference and Sessions Attended St. Charles American Association of School Administration (AASA) Career Education Conference Planning and Organization of Career Education Career Development in the Elementary School Career Centers with Computers Meeting Students with Special Needs Experience Based Career Education
45.	April 18	DAVTE Evaluation Crane High School, Chicago
46.	April 29	Seminar Northern Illinois Univesity Guest lecture on Overview of Education and Law Vocational Education Administration Case Studies Formative Evaluation Activities Summative Evaluation Activities Chronicle of advisement and program status of fellows
47.	May 3	Visitation DuPage Area Vocational Education Association (DAVEA)
48.	May 17	Conference Chicago Chicago Lighthouse for the Blind Career Education Workshop
49.	May 23	Conference Sycamore Experience Based Career Education-CETA-Schools: A Conference for Planners
50.	May 24	Visitation Chicago Cooperative Work Training Student-Employer Luncheon and Seminar

	Description of Event
xx June 10	Second Semester Internships Completed
51.	DeKalb High School, DeKalb
52.	District #10, Chicago
53.	Morton West High School, Berwyn
54.	Sycamore High School, Sycamore

Attachment #3

Formative Evaluation Unit 2

Fellows' Project Training Experiences Questionnaire

Year Two/1977-1978

Fellows' Project Training Experiences
Questionnaire--Year Two

Directions: Please give your candid responses to the following questions. An opportunity for individual and/or group discussion of any points of interest to the fellows will follow. Thank you for your continued participation in project evaluation. Your answers will help the staff to improve project training in the future.

Codes: Throughout the questionnaire, these symbols mean:

SD=	D=	N=	A=	SA=
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

I. Who are you?

1. Code name_____.

2. Date of project entry_____. (Give date of first participation whether or not you were then on actual fellowship.)
semester year

II. How do you feel about the overall management of the project?

1.	In general, I feel that the project has been well run.	SD	D	N	A	SA
2.	I have encountered problems in the way the project has been run.	SD	D	N	A	SA
3.	The project staff always makes an effort to solve project management problems for the fellows.	SD	D	N	A	SA
4.	The project staff is usually successful in solving project management problems for the fellows.	SD	D	N	A	SA
5.	My training has been seriously hurt because of problems in the way the project is run.	SD	D	N	A	SA

6. Project Management could be improved if:

_____

_____

_____

II. How do you feel about your project training experience?

7. On balance, I have been very satisfied with my project training.	SD	D	N	A	SA
8. The training that I have received through the project has been generally of high quality.	SD	D	N	A	SA
9. I feel that I have been discriminated against during training because of my sex or race.	SD	D	N	A	SA
10. Any discrimination against me was done by someone other than a project staff member.	SD	D	N	A	SA
11. I have learned too little about vocational education administration through my project training.	SD	D	N	A	SA
12. Most of my training problems have been with the project rather than with the specific program in which I am enrolled.	SD	D	N	A	SA
13. The internship and/or DAVTE evaluation was the best learning experience to date in my training through the project.	SD	D	N	A	SA

14. The training problem(s) which I most need help with or need to have resolved is:

_____

_____

_____

IV. What have you learned during training?

**My knowledge of each of items #15-#31 below (give 2 ratings for each):

	At Entry Was: Lo		Mid		Hi	Is Now: Lo		Mid		Hi
	1	2	3	4	5	1	2	3	4	5
15. General knowledge of all the areas of vocational education.										

		At Entry Was: Lo		Mid		Hi	Is Now: Lo		Mid		Hi
16.	Theoretical or conceptual approaches to management	1	2	3	4	5	1	2	3	4	5
17.	Current issues related to vocational education administration	1	2	3	4	5	1	2	3	4	5
18.	Research in general or vocational education administration	1	2	3	4	5	1	2	3	4	5
19.	Administrative problem solving	1	2	3	4	5	1	2	3	4	5
20.	Personnel Administration	1	2	3	4	5	1	2	3	4	5
21.	Finance and Business Administration	1	2	3	4	5	1	2	3	4	5
22.	Management of Vocational Education facilities	1	2	3	4	5	1	2	3	4	5
23.	Planning	1	2	3	4	5	1	2	3	4	5
24.	Transportation	1	2	3	4	5	1	2	3	4	5
25.	Program Development	1	2	3	4	5	1	2	3	4	5
26.	Evaluation of Program	1	2	3	4	5	1	2	3	4	5
27.	Evaluation of Teachers	1	2	3	4	5	1	2	3	4	5
28.	Supervision of Instruction	1	2	3	4	5	1	2	3	4	5
29.	Support Service Management	1	2	3	4	5	1	2	3	4	5
30.	Educational Law	1	2	3	4	5	1	2	3	4	5
31.	Vision of <u>yourself</u> as a competent administrator	1	2	3	4	5	1	2	3	4	5

V. <u>What administrative strengths have you developed through training?</u>

** From items #15-#31 above, select the <u>three</u> in which you have experienced the <u>most</u> growth. For each item (one each for #32, 33, 34):

	<u>State the Item</u>	<u>Describe Project Experiences That Most Helped You Grow</u>
32.		

33.

34.

35. What other administrative strengths have you developed through training that are as or more important to you than those listed in items 32, 33, and 34 above?

Write the Strength	Describe Training Experience That Helped You Grow

VI. What administrative strengths do you still need to develop?

From items #15-#31 above, select the three in which you feel you most need to grow. For each item:

Write the Item	Describe Project Experiences That Could Most Help You Grow

36.

37.

38.

39. What other administrative strengths do you feel you still need to develop that are as or more important to you than those listed in items 36, 37, and 38 above?

Write the Strength Need	Describe Training Experience That Could Most Help You Grow

VII. How do you feel about your internship experience? (Check here if you have not yet done the internship _____; go on to question #42.)

40. My overall opinion of the internship experiance is

_____

_____

_____

_____

41. In general, the internship experience could be improved if

_____

_____

_____

_____

VIII. How do you feel about your DAVTE evaluation experience? (Check here if you have not yet done the DAVTE evaluation _____; go on to question #44).

42. My overall opinion of the DAVTE evaluation experience is

_____

_____

_____

_____

43. In general, the DAVTE evaluation experience could be improved if

_____

_____

_____

_____

IX. What is your overall evaluation of your training through the project?

44. My overall opinion of my project training is

_____

_____

_____

_____

45. The least satisfactory or weakest part of my training through the project was

46. In general, my project training experience could be improved if

Attachment #4

Formative Evaluation Unit 3

Interns' Project Administrative Internship Questionnaire

Year Two/1977-1978

Interns' Project Administrative Internship

Questionnaire--Year Two

Directions: Please respond to all of the questions below. You may limit your writing to the space given or continue on the reverse if you wish. Thank you for your candid responses.

1. Code Name? _____

2. What is your overall evaluation of your project internship?

3. What recommendations would you make to the project staff for improving the quality or usefulness of the internship?

4. How could the project have helped you to be better prepared for your internship?

5. What recommendations would you make to the project staff for improving the project's system of evaluation of the internship?

6. What changes should be made in the internship evaluation portfolio?

7. On balance, how would you rate the following:

		LO		MID		HI
.1	quality of your internship?	1	2	3	4	5
.2	usefulness of your internship?	1	2	3	4	5
.3	success of your internship?	1	2	3	4	5
.4	University supervision of internship?	1	2	3	4	5
.5	on-site supervision of internship?	1	2	3	4	5
.6	planning for internship?	1	2	3	4	5
.7	communication about internship?	1	2	3	4	5

Attachment #5

Formative Evaluation Unit 3

Field Supervisors' Project Administrative Internship Interview Guide

Year Two/1977-1978

Field Supervisors' Project Administrative Internship

Interview Guide--Year Two

Directions: Please pose all of the questions below to the supervising administrator for each project internship. The interview should take place during the last supervisory visitation at the internship site. Please feel free to ask any sub-questions which will clarify the main questions below and encourage candid responses. Please make your written summary of responses available to the formative evaluator as soon as possible. Thank you for your help.

1. Your Name?_____Intern's Name?_____

2. What is your overall evaluation of the project internship?

3. What recommendations would you make to the project staff for improving the quality or usefulness of the internship?

4. How could the project have helped the intern to be better prepared for the internship?

5. What recommendations would you make to the project staff for improving the Project's system of evaluation of the internship?

6. What changes should be made in the internship evaluation portfolio?

7. On balance, how would you rate the following:

		LO		MID		HI
.1	quality of internship?	1	2	3	4	5
.2	usefulness of internship?	1	2	3	4	5
.3	sucess of internship?	1	2	3	4	5
.4	University supervision of internship?	1	2	3	4	5
.5	on-site supervision of internship?	1	2	3	4	5
.6	planning for internship?	1	2	3	4	5
.7	communication about internship?	1	2	3	4	5

Attachment #6

Formative Evaluation Unit 3

Intern and Field Supervisor Project Administrative Internship Competency Questionnaire

Year Two/1977-1978

New Opportunities in Vocational Education Project
Evaluation of New Opportunities Internships
Fall, 1977

Your Name _____ Internship Site _____

Directions: Please circle the number that best represents your rating of each of the competencies listed below. You should circle one number for each competency. This means that you will circle a total of 159 numbers. Your ratings mean:

1	2	3	4	5
Intern had opportunity and was successful in gaining this competency.	Intern had opportunity but did not gain competency due to factors beyond his or her control.	Intern had opportunity but did not gain competency due to some problem of or with the intern.	Intern did not have opportunity but this is still an important competency to gain.	Intern did not have opportunity and this is not an important competency to gain.

Competency	Your Rating (see explanation above)

Questionnaire displayed one-hundred fifty-nine vocational education administration competency statements as in the Illinois Office of Education Division of Adult, Vocational, and Technical Education Occupational Education Administration Project, Southern Illinois University, 1975. A rating scale to correspond to the rating explanation as above was also included.

APPENDIX E

Summative Evaluation Report

Year Two/1977-1978

A REPORT OF THE SUMMATIVE EVALUATION OF THE NEW OPPORTUNITIES IN VOCATIONAL EDUCATION PROJECT 1977-1978

A PROJECT SPONSORED BY
THE DEPARTMENT OF ADULT, VOCATIONAL AND TECHNICAL EDUCATION
OF THE
ILLINOIS OFFICE OF EDUCATION
AND
NORTHERN ILLINOIS UNIVERSITY

Presented to

Dr. Frederick P. Frank
Project Director and Associate Professor of Educational Administration

Northern Illinois University
DeKalb, Illinois

By

Joseph R. Ellis
Summative Evaluator and Professor of Education
Northern Illinois University
DeKalb, Illinois

May, 1978

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I. INTRODUCTION TO THE SUMMATIVE EVALUATION REPORT

A major thrust of the evaluation of the "New Opportunities in Vocational Education Project" was summative in nature. An N.I.U. faculty member was engaged to provide a report at the conclusion of the 1977-1978 academic year in which the impact or lack of impact that the Project had made in the areas of its major intentions was examined.

The report which follows is based on: (1) interview responses from those Fellows who were in the Project both throughout the year and from the middle of the year, (2) interview responses from a sample of those Fellows who were in the Project during the 1976-77 academic year, and (3) pre- and post-measures of the current Fellows' report of self-concept of ability.

II. REPORT OF THE EVALUATION FINDINGS

Interview Summary. Fifteen Fellows were interviewed; three of these via telephone and the remainder in person. Interviews lasted from twenty-five to forty minutes and were conducted in private using an interview guide (see Attachment). The results of these interviews are presented below as responses to twelve questions.

1. What is your general perception of the Project?

Response. All fifteen of the interviewed Project's Fellows reported the Project to have been a most valuable experience for them. They considered it to have provided them with new opportunities and to have given them competencies and confidence which should help them to become effective leaders and administrators in occupational education or related positions.

The Project was seen as pioneering and flexible and moving toward the accomplishment of its mission. However, most of the Fellows considered the objective of placement of

Fellows in a vocational administrative position to be unrealistic at this time. They consider their general lack of background and the present "job market" in education to preclude the realization of this objective for most of them immediately upon completion of the Project. Many expressed the opinion that they would be prepared for leadership and administrative positions in education once the opportunities appeared.

2. *Have you been kept well informed about the Project?*

Response. All interviewees said that they were generally well informed about the Project.

All interviewees reported that communications and awareness regarding the Project improved as the year progressed and gave much credit for this to the Assistant Project Director.

3. *To what extent has the Project helped you achieve your goals?*

Response. There was consensus among the Fellows that the Project had been successful in moving them toward leadership and administrative competencies and readiness to fill positions in occupational education administration and general school administration.

While all interviewees considered the Project to be somewhat of a success, progress was considered to vary with each Fellow because of the considerable differences in their background. Several Fellows indicated that the Project had helped them to clarify their personal and professional goals and to think in terms of becoming an educational administrator.

4. *What has been the Project's major impact on you?*

Response. Interviewees indicated the Project's major impact on them to be:

(a) increased self-confidence and feelings about education;
(b) clarification of career objectives;
(c) increased awareness of education and school administration;
(d) returned them to an academic community and way of thinking; and
(e) motivation to earn graduate degree.

5. *Which activities and services of the Project do you consider to be the most effective?*

Response. Interviewees mentioned the "hands on" and field experiences as being the most effective ones. Specifically, activities associated with the internship and, for those who had the opportunity, the activities involved in on-site evaluations of occupational education programs in public schools were rated the most effective.

The group meetings were also considered to have been very effective, especially those where resource persons were involved.

The activities which involved a "guided reflection" of their experiences that occurred in the internship were cited as being very helpful.

Interviewees found it difficult to identify least effective experiences. A few meetings were considered to have been of little value and several Fellows questioned meeting at so many different sites.

6. *What emphasis, activities or services would you recommend that the Project:*
   (a) continue?

Response. Most Fellows would like to see the Project continue about as it is. Some suggestions which they made for Project modification appear below.

(b) drop?

Response. Most Fellows did not suggest that anything be dropped; however, a few did mention specific deletions which they thought would improve the Project. These were:

1. having meetings after the College's semester was over,
2. having Project group meetings at more than three or four different sites,
3. some of the Project and degree requirements imposed by the University,
4. some of the competencies from the S.I.U. list, and
5. the requirement that Fellows must take nine semester hours per semester.

(c) add?

Response. Most Fellows had some suggestions for new Project emphases or activities which might improve it. These were:

1. make the internship more structured, start it sooner in the semester, and allocate more time for it than at the present;
2. provide the person who directs the internship with specific guidelines and expect increased intern involvement with professional activities;
3. increase the use of resource persons, especially NIU faculty;
4. give added emphasis to job placement including:
   --a more realistic view of Fellow placement
   --resume preparation and interview skills
   --identification of job openings
   --developing and distributing a brochure describing the Project and presenting and recommending its graduates for employment

5. increase Project interaction with relevant professional organizations;
6. provide increased orientation, advisement and guidance for Fellows, especially for those who have not been a college student for several years (This should use as a resource person someone who is aware of the overall programs and requirements at NIU) and
7. include sessions for Fellows which involve the preparation of proposals for special funding from government agencies and foundations.

7. *What are some of the important needs and/or problems which you encountered in the Project that are unique to women and minorities preparing for leadership positions in vocational education?*

Response. All but two of the fifteen Fellows interviewed reported that they did not encounter any discrimination or unique treatment due to their sex or race while involved in Project activities. For the two who did report such, the incidence seemed to be minor and perhaps part of the personality of a person rather than a situation. In so reporting, Fellows were not saying that the history of the field selections in which they were involved had always been thus or had not contributed to a previous lack of equal job opportunity.

Among the suggestions as to what the Project might do to better prepare Fellows to cope with the tasks and competencies which women and minorities may face as they move into leadership and administrative positions in vocational education were:

1. orient Fellows to the importance of the overall "politics" of a situation,
2. provide assertiveness training for all Fellows,
3. identify those needs, problems and competencies unique to women and minorities in this area and present these with a consideration of appropriate strategies for coping with them, especially in an interview situation,
4. hold group sessions in which Fellows share their experiences in this area, and
5. acknowledge and discuss the problem of professional jealousy between women.

Most Fellows indicated that they considered the Project to be giving "about the right emphasis" to the competencies unique to women and minorities in this area.

8. *What is your evaluation of the Project's:*
   (a) administration?

Response. Most Fellows were satisfied with the administration of the Project; however, some indicated that they saw it as too loose with too much delegation of authority and expressed a need for more direct involvement by the Project Director and Associate Director.

(b) *organization?*

Response. Nearly all Fellows were satisfied with the organization of the Project; however, a few indicated that it needed more structure while others referred to suggestions made previously. (See response to question #6).

(c) *instructors?*

Response. Fellows expressed the view that the Project had provided excellent instruction including resource persons who were at group meetings. Some Fellows indicated that they would like to receive more instruction than they did from the Project's staff.

(d) *Fellows?*

Response. Most interviewees indicated a respect for their fellow Fellows in the Project. It was pointed out by nearly all that, with only a few exceptions, the Fellows were qualified, competent and achieving in the Project. Their varied backgrounds were acknowledged. Fellows who had been in the Project during its first year indicated that the screening involved in the selection and retention of Fellows had been improved. It was generally agreed that only a few of the Fellows had time to benefit maximally from their involvement in the Project.

9. *What do you consider to be the most facilitating factor about the Project?*

Response. While Fellows presented some variance in their responses, most frequently mentioned were:

1. the Franks,
2. the idea of the Project itself,
3. the chance to have field-based experiences,
4. the sense of group identity, the close sharing and working relationships within the group of Fellows and Project staff,
5. the Project's Assistant Director, and
6. the chance to see how other districts "do things" and encounter new ideas.

10. *What do you consider to be the most constraining factor about the Project?*

Response. Pervading almost every response to this question was a concern for a lack of time to take full advantage of the many opportunities offered by the Project. This lack of time was reported frequently to cause a sense of conflict and frustration. Fellows often indicated that they were caught between responsibilities on their jobs (nearly all are employed full-time) and their obligations to the program as well as their

desires to participate fully in Project activities. The demands on their time were reported to have taken a toll on family and social life. Many said that it was unrealistic to expect Fellows to work full-time, carry a nine semester hour load and benefit maximally from the Project.

It was suggested that ways be explored whereby the nine hour load requirement might be reduced. Some specific suggestions for investigation included:

1. labeling the group meetings as a workshop and giving three hours credit for attending,
2. permitting some Fellows to simply take six hours, and
3. extending the Project to include summer months.

Some other constraints that were mentioned were a lack of readiness for this kind of program on the part of some Fellows, a lack of consistence of group interaction and rapport during lunch and other non-structured times and failure to give sufficient emphasis and effort to job placement.

11. *What comments and suggestions would you have about your experience in the Project and how it might have had increased meaning and benefit for you?*

Response. Here Fellows repeated some of the suggestions which they had made in response to question #6. Additional suggestions which they offered were:

1. increase guidance for Fellows regarding taking courses and/or studying with particular professors,
2. offer Fellows the opportunity to do their internship in a district where they are not employed,
3. keep a variety of "volunteer" activities from which Fellows can select,
4. provide for added direct contact with school administrators and school board members,
5. make sure that clerical work is minimized in the internship,
6. keep in contact with "old" Fellows, have a reunion and a joint meeting for them and "new" Fellows.
7. restrict course load to six hours for Fellows working full-time,
8. provide more "hands on" experiences,
9. increase role playing and simulation type activities, and
10. make sure that the authorities in the local school district understand and agree to the responsibilities of both the district and the intern before interns are assigned to that district.

12. *If you were repeating this past year, would you elect to participate in the New Opportunities in Vocational Education Project?*

Response. All Fellows interviewed said "yes" to this question. Most were emphatic in their reply while several also said that they would recommend the Project to others.

Summary of Responses to the Self-Concept Scale. All fifteen of the Project's Fellows completed the "Report of Self-Concept Scale." The scale is an inventory of how one sees and feels about herself or himself in relation to others; in relation to what one feels he or she is capable of doing and being, and in relation to what she or he believes it takes to be successful in life. The inventory incorporates Robert Havighurst's developmental tasks concept and includes twelve tasks of adulthood.

The scale was administered in the early fall of 1977 and again in the spring of 1978. Some of the Fellows who completed the scale in the spring were not in the Project in the fall and some of the Fellows who completed the scale in the fall did not do so in the spring. Thus, pre and post measures were available for only eight Fellows. The small n restricts statistical analysis to a description of the distribution of responses in terms of numbers and percents for items concerning each of the twelve developmental tasks of adulthood.

In TABLE I, which is found on the following twelve pages, Fellows' responses to the "Report of Self-Concept Scale" are presented. While statistical significance could not be determined, an examination of the data in the table permits the reader to compare responses concerning each of twelve tasks for the spring with those from the fall. A slight shift toward a more positive report of self-concept of ability appears to have occurred during the Project year for most Fellows. The reader is encouraged to make his or her own "analysis."

TABLE I

Summary of Fellows' Responses On a Report of Self-Concept of Ability Scale
For the Fall of 1977 and Spring of 1978

N=8*

TASK I		The way I see and feel about my relating myself to my spouse and/or close friends as persons is:				
In relation to what I can do, I am.		1. doing the very best I can	2. doing well, but not my best	3. doing satisfactorily without either "pushing" myself or "coasting"	4. not doing nearly as well as I know I can	5. doing far less than I could
Fall Responses	N	5	2	1	0	0
	%	62.5	25.0	12.5	0	0
Spring Responses	N	5	3	0	0	0
	%	62.5	37.5	0	0	0
In relation to what others do, I am.		1. among the very best of the people my age	2. better than most people my age	3. about like most people my age	4. not as well as most of the people my age	5. among the poorest of the people my age
Fall Responses	N	4	2	0	2	0
	%	50.0	25.0	0	25.0	0
Spring Responses	N	5	2	1	0	0
	%	62.5	25.0	12.5	0	0
In relation to what it takes to be successful at this task, I am. .		1. doing well and probably will be very sucessful	2. more than adequate and probably will be very successful	3. generally adequate and probably will have only limited success	4. less than adequate and probably will have only limited success	5. doing very poorly and may fail
Fall Responses	N	5	2	1	0	0
	%	62.5	25.0	12.5	0	0
Spring Responses	N	6	1	1	0	0
	%	75.0	12.5	12.5	0	0

*Not all Fellows responded to all items and tasks

TABLE I
(Continued)

TASK II		The way I see and feel about learning to live with a marriage partner or close friend is:				
In relation to what I can do, I am.		1. doing the very best I can	2. doing well, but not my best	3. doing satisfactorily without either "pushing" myself or "coasting"	4. not doing nearly as well as I know I can	5. doing far less than I could
Fall Responses	N	5	3	0	0	0
	%	62.5	37.5	0	0	0
Spring Responses	N	5	2	1	0	0
	%	62.5	25.0	12.5	0	0
In relation to what others do, I am.		1. among the very best of the people my age	2. better than most people my age	3. about like most people my age	4. not as well as most of the people my age	5. among the poorest of the people my age
Fall Responses	N	5	3	0	0	0
	%	62.5	37.5	0	0	0
Spring Responses	N	7	0	1	0	0
	%	87.5	0	12.5	0	0
In relation to what it takes to be successful at this task, I am. .		1. doing well and probably will be very sucessful	2. more than adequate and probably will be very successful	3. generally adequate and probably will have only limited success	4. less than adequate and probably will have only limited success	5. doing very poorly and may fail
Fall Responses	N	5	3	0	0	0
	%	62.5	37.5	0	0	0
Spring Responses	N	6	2	0	0	0
	%	75.0	25.0	0	0	0

TABLE I
(Continued)

TASK III		The way I see and feel about my starting a family is:				
In relation to what I can do, I am.		1. doing the very best I can	2. doing well, but not my best	3. doing satisfactorily without either "pushing" myself or "coasting"	4. not doing nearly as well as I know I can	5. doing far less than I could
Fall Responses	N	3	0	0	0	0
	%	100.0	0	0	0	0
Spring Responses	N	1	1	0	0	0
	%	50.0	50.0	0	0	0
In relation to what others do, I am.		1. among the very best of the people my age	2. better than most people my age	3. about like most people my age	4. not as well as most of the people my age	5. among the poorest of the people my age
Fall Responses	N	0	3	1	0	0
	%	0	75.0	25.0	0	0
Spring Responses	N	0	2	0	0	0
	%	0	100.0	0	0	0
In relation to what it takes to be successful at this task, I am. .		1. doing well and probably will be very sucessful	2. more than adequate and probably will be very successful	3. generally adequate and probably will have only limited success	4. less than adequate and probably will have only limited success	5. doing very poorly and may fail
Fall Responses	N	2	2	0	0	0
	%	50.0	50.0	0	0	0
Spring Responses	N	2	1	0	0	0
	%	66.7	33.3	0	0	0

TABLE I
(Continued)

TASK IV	The way I see and feel about my rearing children is:				
In relation to what I can do, I am.	1. doing the very best I can	2. doing well, but not my best	3. doing satisfactorily without either "pushing" myself or "coasting"	4. not doing nearly as well as I know I can	5. doing far less than I could
Fall Responses N	3	3	0	0	0
Fall Responses %	50.0	50.0	0	0	0
Spring Responses N	3	2	0	0	0
Spring Responses %	60.0	40.0	0	0	0
In relation to what others do, I am.	1. among the very best of the people my age	2. better than most people my age	3. about like most people my age	4. not as well as most of the people my age	5. among the poorest of the people my age
Fall Responses N	2	4	1	0	0
Fall Responses %	28.6	57.1	14.3	0	0
Spring Responses N	2	2	1	0	0
Spring Responses %	40.0	40.0	20.0	0	0
In relation to what it takes to be successful at this task, I am. .	1. doing well and probably will be very successful	2. more than adequate and probably will be very successful	3. generally adequate and probably will have only limited success	4. less than adequate and probably will have only limited success	5. doing very poorly and may fail
Fall Responses N	3	2	2	0	0
Fall Responses %	42.9	28.6	28.6	0	0
Spring Responses N	3	2	1	0	0
Spring Responses %	50.0	33.3	16.7	0	0

TABLE I
(Continued)

TASK V		The way I see and feel about my managing a home is:				
In relation to what I can do, I am.		1. doing the very best I can	2. doing well, but not my best	3. doing satisfactorily without either "pushing" myself or "coasting"	4. not doing nearly as well as I know I can	5. doing far less than I could
Fall Responses	N	2	4	2	0	0
	%	25.0	50.0	25.0	0	0
Spring Responses	N	2	3	2	1	0
	%	25.0	37.5	25.0	12.5	0
In relation to what others do, I am.		1. among the very best of the people my age	2. better than most people my age	3. about like most people my age	4. not as well as most of the people my age	5. among the poorest of the people my age
Fall Responses	N	2	2	3	1	0
	%	25.0	25.0	37.5	12.5	0
Spring Responses	N	3	1	4	0	0
	%	37.5	12.5	50.0	0	0
In relation to what it takes to be successful at this task, I am. .		1. doing well and probably will be very sucessful	2. more than adequate and probably will be very successful	3. generally adequate and probably will have only limited success	4. less than adequate and probably will have only limited success	5. doing very poorly and may fail
Fall Responses	N	2	3	3	0	0
	%	25.0	62.5	12.5	0	0
Spring Responses	N	2	5	1	0	0
	%	25.0	62.5	12.5	0	0

TABLE I
(Continued)

TASK VI		The way I see and feel about my getting started in an occupation is:				
In relation to what I can do, I am.		1. doing the very best I can	2. doing well, but not my best	3. doing satisfactorily without either "pushing" myself or "coasting"	4. not doing nearly as well as I know I can	5. doing far less than I could
Fall Responses	N	4	1	2	0	0
	%	57.1	14.3	28.6	0	0
Spring Responses	N	4	4	0	0	0
	%	50.0	50.0	0	0	0
In relation to what others do, I am.		1. among the very best of the people my age	2. better than most people my age	3. about like most people my age	4. not as well as most of the people my age	5. among the poorest of the people my age
Fall Responses	N	3	4	0	0	0
	%	42.9	57.1	0	0	0
Spring Responses	N	2	5	1	0	0
	%	25.0	62.5	12.5	0	0
In relation to what it takes to be successful at this task, I am. .		1. doing well and probably will be very sucessful	2. more than adequate and probably will be very successful	3. generally adequate and probably will have only limited success	4. less than adequate and probably will have only limited success	5. doing very poorly and may fail
Fall Responses	N	2	4	1	0	0
	%	28.6	57.1	14.3	0	0
Spring Responses	N	4	3	1	0	0
	%	50.0	37.5	12.5	0	0

TABLE I
(Continued)

TASK VII		The way I see and feel about my reaching and maintaining satisfactory performance in my occupational career is:				
In relation to what I can do, I am.		1. doing the very best I can	2. doing well, but not my best	3. doing satisfactorily without either "pushing" myself or "coasting"	4. not doing nearly as well as I know I can	5. doing far less than I could
Fall Responses	N	5	2	0	1	0
	%	62.5	25.0	0	12.5	0
Spring Responses	N	5	3	0	0	0
	%	62.5	37.5	0	0	0
In relation to what others do, I am.		1. among the very best of the people my age	2. better than most people my age	3. about like most people my age	4. not as well as most of the people my age	5. among the poorest of the people my age
Fall Responses	N	2	6	0	0	0
	%	25.0	75.0	0	0	0
Spring Responses	N	3	4	1	0	0
	%	37.5	50.0	12.5	0	0
In relation to what it takes to be successful at this task, I am. .		1. doing well and probably will be very sucessful	2. more than adequate and probably will be very successful	3. generally adequate and probably will have only limited success	4. less than adequate and probably will have only limited success	5. doing very poorly and may fail
Fall Responses	N	2	5	1	0	0
	%	25.0	62.5	12.5	0	0
Spring Responses	N	3	5	0	0	0
	%	37.5	62.5	0	0	0

TABLE I
(Continued)

TASK VIII		The way I see and feel about my achieving advanced competencies for occupational leadership is:				
In relation to what I can do, I am.		1. doing the very best I can	2. doing well, but not my best	3. doing satisfactorily without either "pushing" myself or "coasting"	4. not doing nearly as well as I know I can	5. doing far less than I could
Fall Responses	N	6	1	0	1	0
	%	75.0	12.5	0	12.5	0
Spring Responses	N	6	2	0	0	0
	%	75.0	25.0	0	0	0
In relation to what others do, I am.		1. among the very best of the people my age	2. better than most people my age	3. about like most people my age	4. not as well as most of the people my age	5. among the poorest of the people my age
Fall Responses	N	3	5	0	0	0
	%	37.5	62.5	0	0	0
Spring Responses	N	4	4	0	0	0
	%	50.0	50.0	0	0	0
In relation to what it takes to be successful at this task, I am. .		1. doing well and probably will be very sucessful	2. more than adequate and probably will be very successful	3. generally adequate and probably will have only limited success	4. less than adequate and probably will have only limited success	5. doing very poorly and may fail
Fall Responses	N	5	2	1	0	0
	%	62.5	25.0	12.5	0	0
Spring Responses	N	4	4	0	0	0
	%	50.0	50.0	0	0	0

(124)

TABLE I
(Continued)

TASK IX		The way I see and feel about my achieving adult social and civic responsibility is:				
In relation to what I can do, I am.		1. doing the very best I can	2. doing well, but not my best	3. doing satisfactorily without either "pushing" myself or "coasting"	4. not doing nearly as well as I know I can	5. doing far less than I could
Fall Responses	N	1	3	3	1	0
	%	12.5	37.5	37.5	12.5	0
Spring Responses	N	2	3	2	1	0
	%	25.0	37.5	25.0	12.5	0
In relation to what others do, I am.		1. among the very best of the people my age	2. better than most people my age	3. about like most people my age	4. not as well as most of the people my age	5. among the poorest of the people my age
Fall Responses	N	0	4	3	1	0
	%	0	50.0	37.5	12.5	0
Spring Responses	N	1	4	2	1	0
	%	12.5	50.0	25.0	12.5	0
In relation to what it takes to be successful at this task, I am. .		1. doing well and probably will be very sucessful	2. more than adequate and probably will be very successful	3. generally adequate and probably will have only limited success	4. less than adequate and probably will have only limited success	5. doing very poorly and may fail
Fall Responses	N	1	4	3	0	0
	%	12.5	50.0	37.5	0	0
Spring Responses	N	1	5	2	0	0
	%	12.5	62.5	25.0	0	0

TABLE I
(Continued)

TASK X The way I see and feel about my developing adult leisure-time activities is:

		1.	2.	3.	4.	5.
In relation to what I can do, I am.		doing the very best I can	doing well, but not my best	doing satisfactorily without either "pushing" myself or "coasting"	not doing nearly as well as I know I can	doing far less than I could
Fall Responses	N	3	0	4	1	0
	%	37.5	0	50.0	12.5	0
Spring Responses	N	1	2	3	1	0
	%	14.3	28.6	42.9	14.3	0
		1.	2.	3.	4.	5.
In relation to what others do, I am.		among the very best of the people my age	better than most people my age	about like most people my age	not as well as most of the people my age	among the poorest of the people my age
Fall Responses	N	2	3	2	1	0
	%	25.0	37.5	25.0	12.5	0
Spring Responses	N	1	2	1	3	0
	%	14.3	28.6	14.3	42.9	0
		1.	2.	3.	4.	5.
In relation to what it takes to be successful at this task, I am. .		doing well and probably will be very sucessful	more than adequate and probably will be very successful	generally adequate and probably will have only limited success	less than adequate and probably will have only limited success	doing very poorly and may fail
Fall Responses	N	2	2	3	1	0
	%	25.0	25.0	37.5	12.5	0
Spring Responses	N	2	3	1	1	0
	%	28.6	42.9	14.3	14.3	0

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TABLE I
(Continued)

TASK XI	The way I see and feel about my finding a congenial social group is:				
In relation to what I can do, I am.	1. doing the very best I can	2. doing well, but not my best	3. doing satisfactorily without either "pushing" myself or "coasting"	4. not doing nearly as well as I know I can	5. doing far less than I could
Fall N	2	2	3	1	0
Responses %	25.0	25.0	37.5	12.5	0
Spring N	5	0	2	1	0
Responses %	62.5	0	25.0	12.5	0
In relation to what others do, I am.	1. among the very best of the people my age	2. better than most people my age	3. about like most people my age	4. not as well as most of the people my age	5. among the poorest of the people my age
Fall N	2	2	2	2	0
Responses %	25.0	25.0	25.0	25.0	0
Spring N	2	3	2	1	0
Responses %	25.0	37.5	25.0	12.5	0
In relation to what it takes to be successful at this task, I am. .	1. doing well and probably will be very successful	2. more than adequate and probably will be very successful	3. generally adequate and probably will have only limited success	4. less than adequate and probably will have only limited success	5. doing very poorly and may fail
Fall N	1	4	2	1	0
Responses %	12.5	50.0	25.0	12.5	0
Spring N	4	2	2	0	0
Responses %	50.0	25.0	25.0	0	0

(127)

TABLE I
(Continued)

TASK XII		The way I see and feel about my adjusting to aging parents is:				
In relation to what I can do, I am.		1. doing the very best I can	2. doing well, but not my best	3. doing satisfactorily without either "pushing" myself or "coasting"	4. not doing nearly as well as I know I can	5. doing far less than I could
Fall Responses	N	4	3	0	0	0
	%	57.1	42.9	0	0	0
Spring Responses	N	3	3	1	0	0
	%	42.9	42.9	14.3	0	0
In relation to what others do, I am.		1. among the very best of the people my age	2. better than most people my age	3. about like most people my age	4. not as well as most of the people my age	5. among the poorest of the people my age
Fall Responses	N	1	5	2	0	0
	%	12.5	62.5	25.0	0	0
Spring Responses	N	2	3	2	0	0
	%	28.6	42.9	28.6	0	0
In relation to what it takes to be successful at this task, I am. .		1. doing well and probably will be very sucessful	2. more than adequate and probably will be very successful	3. generally adequate and probably will have only limited success	4. less than adequate and probably will have only limited success	5. doing very poorly and may fail
Fall Responses	N	1	5	1	0	0
	%	14.3	71.4	14.3	0	0
Spring Responses	N	3	2	2	0	0
	%	42.9	28.6	28.6	0	0

Conclusions and Recommendations. Based on the evaluative data (interview responses, general observations and self-concept scale responses) the following conclusions and recommendations are provided.

1. The Project would appear to be achieving its general intentions satisfactorily. However, the Project's intentions should be translated into specific and measurable terms.

2. There appears to be some serious concern by Fellows regarding what they perceive to be the "ultimate goal" of the Project. The general goal of "job placement" for graduating Fellows should be reviewed and, if retained, communicated to Fellows differently than it has been in the past two years.

3. Fellows are very positive about the Project and appreciate their opportunity to have been in it. However, nearly all of them are highly concerned about a lack of time on their part to participate in and maximally benefit from many of the activities provided by the Project. The Project's staff, funder and representatives of the Fellows should identify alternatives to Fellow load requirements and other time related constraints.

4. The contents of this, the summative evaluation report, should be reviewed carefully both in appraising the past year and in planning the Project's next year.

5. Consideration should be given to engaging a skilled program evaluator from outside of N.I.U. and I.O.E. to conduct an on-site summative evaluation of the Project near the conclusion of its third year.

Attachment

Summative Evaluation Interview Guide

Year Two/1977-1978

Attachment

SUMMATIVE EVALUATION INTERVIEW GUIDE

April, 1978

Interviewer_____Date_____Interviewee Classification_____

I. What is your general perception of the Project?

. . . of its intentions, activities, and achievements?

II. Have you been kept well informed about the Project?

III. To what extent has the Project helped you achieve your goals?

IV. What has been the Project's major impact on you?

V. Which Project activities and services do you consider to be:

a) the most effective?

b) the least effective?

VI. What emphasis, activities, or services would you recommend that the Project

a) continue?

b) drop?

c) add?

VII. What are some of the important needs and/or problems which you encountered in the Project that are unique to women and minorities preparing for leadership positions in vocational education?

VIII. What is your evaluation of the Project's:

a) administration?

b) organization?

c) instructors?

d) Fellows?

IX. What do you consider to be the most facilitating factor about the Project?

X. What do you consider to be the most constraining factor about the Project?

XI. What comments and suggestions would you have about your experience in the Project and how it might have had increased meaning and benefit for you?

XII. If you were repeating this past year, would you elect to participate in the Project?